

# Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS & SCHOOL METHODS

With this, the first number of the new school year, The Journal extends greetings to all its readers and wishes them success in entering upon the work of another ten months in behalf of Catholic education.

Much of the success of the year will depend upon how well things are started. Perfect grading, definite plans as to amount of work to be covered in each subject during the year, and the avoidance of mistakes in discipline the first few days, will insure a good measure of success for the year.

Children are keen observers. Before many days are passed they are pretty sure to know whether or not you are master of the situation and know what you are doing. It is a mistake to entertain the notion that the first few days do not count; they do count, and not infrequently the failure of a teacher may be traced to a bungling beginning. The secret of a successful beginning is proper preparation.

In making up the contents of the present number we have had in mind the needs of teachers at the beginning of the school year, and a careful reading of the articles here submitted, the plans and outlines for the work in the several branches, will well repay all teachers.

During the coming year The Journal will continue to show steady improvement. Some new features and series of articles arranged for this volume are not presented in this number because of the space given to special school opening articles. For this same reason we have reserved several of the best papers read at the Boston convention of the Catholic Educational Association for future issues of The Journal.

Have your grading right to start with. To group properly those who are prepared to work together is the great problem of the school principal or superior. In many cases reading and arithmetic are made the test studies and deficiencies in other branches are not seriously considered. Some children have no aptitude for figures and must be shoved along a drag on their class, or forever kept in a third or fourth grade. Again many children of foreign born parents are excellent in mathematics but very inferior in English reading. Then again we must handle tactfully the fond parents who cannot understand why their Johnny does not go ahead with the neighbor's Johnny. These and many other matters must be met and adjusted properly before good work can begin.

The practice of grading up twice a year, in September and February, now obtains very largely and is found to work less hardship and keep a large school better graded than the annual promotion system. Bright pupils are advanced more rapidly and slow ones get more time for their work. By making such promotions and grouping each class in two divisions, it is quite possible to group those who can work well together. This, however, makes the arrangement of a program a more difficult matter. In subjects like drawing, writing, calisthenics and possibly reading, the divisions may be combined. On another page we present a schedule showing an equitable division of time among the several branches of the different grades. Here some combinations and changes must be made to suit local conditions, school hours and preferences of teachers. Generally speaking, get in the important studies in the forenoon and give the time to them. Drawing, writing and didactic teaching, where the pupils are listeners, may well be placed in the afternoon. Arrange to give a reasonable time for study in school. The custom of requiring all lessons to be prepared at home often works hardship.

## KEYNOTE OF THE 1909 CATHOLIC EDUCATIONAL CONVENTION.

THE children, the young men, and the young women, who today fill our schools, academies, colleges and universities, are delivered into our hands for one special and distinctive purpose, that their souls and hearts and minds be instructed, trained and formed upon the mold of Catholic faith and Catholic principles. No school or college can shift this responsibility.

The children of today will be the Catholic men and women of tomorrow. They will have to face a world cold in indifference and even frigid in infidelity. The devotions of their childhood will do much to keep them untainted, but in the fierce battle, which the natural and merely human and humanitarian is now waging against everything supernatural and divine, nothing but profound and intimate knowledge of the foundations upon which their faith rests, the divine authority of the Church and the main and salient points in their Church's history can save them from the ubiquitous perils which, more than anyone else, the professional man and the man in public life must inevitably face. More and not less instruction in religion is the demand of the hour.

—Archbishop O'Connell.

Children must be taught to study. We have seen a class of children sitting up looking at their open readers—their eyes apparently devouring the text but their wits probably wool gathering in distant fields. This exercise is called "Studying your reading lesson." The wise teacher devises some check system to enforce attention and to specialize observation. A thousand such devices will suggest themselves—words of three or more syllables to be written as they occur from time to time in the lesson—a sentence of the pupil's own composition embodying the important thought in each paragraph—a short review of the lesson made, with books closed, after reading it through once or twice—answers to questions written previously on the board by the teachers, such questions to cover the leading points of the lesson.

important thought in each paragraph—a short review of the lesson made, with books closed, after reading it through once or twice—answers to questions written previously on the board by the teachers, such questions to cover the leading points of the lesson.

"Now then study your lesson," is an expression to be avoided. We should be more specific. Something definite to be read, written, memorized or worked out should be required. So much time is wasted in school and out for want of clear, concise conception of "what to do." Children learn by doing. The greater number of senses you bring into activity the more permanent the impression. What I read, I know better when I write, better

"Every city school needs and can afford to take three or four good educational periodicals," says a prominent educator. The best Catholic schools in the country always give first place to The Catholic School Journal, because it offers the greatest value in matter of professional interest and practical help. Commenting upon the many important articles in our June number, the Rev. Editor of the Ecclesiastical Review writes: "The Catholic School Journal furnishes such useful matter to Catholic teachers that to dispense with it as an aid in school work would appear to entail the loss of opportunities to do good service in the schools."

still when I have spoken it, better still when I have utilized my information to make a map, diagram, illustration or synopsis of it. Do not send your pupils home to puzzle over "Home work" that is beyond them. Five examples along a line of work explained the day before and made clear to the pupils will be worked out and give a sense of power, where five new and difficult problems would only confuse and discourage.

In beginning the year's work with a new set of children the wise teacher is careful above all to choose a starting point which shall not be beyond the reach of even the slowest ones. The long, busy, summer days have crowded out most of what the children learned last year, for the time being, at least. The teacher who does not understand this is liable to make the fatal mistake of placing too high an estimate upon the abilities of her pupils and, by putting before them tasks too difficult for them to perform, succeeds in discouraging them and destroying their faith in her abilities as a leader. And discouragement is the demon from which, especially in the beginning of things, the teacher must above all endeavor to protect her charges.

On the first day let the children take seats pretty much as they please. Permanent seating is an after-consideration. A few words expressing a strong desire to be the friend and helper as well as instructor of the children would not be amiss. But nothing should be said about rules, or conduct, or discipline, or good order; nor should there be any threats, or undue exhibition of authority. This will not be necessary at the outset, for the children on this first morning will be watching the new teacher in order to form a judgment of the material of which she is made. Outbreaks may come later, and the young teacher must be ready for them, but to anticipate them by suggestion will only precipitate them the sooner. Quiet, firm, clean-cut in manner and speech, the teacher will give her pupils the impression that she does not say much, but means all she says. She must prove to her pupils that she is there for business, that she knows her business, and that the first business is to get everybody at work.

**Securing Names, Etc.**—Having the old register in her possession, let the teacher call the roll from that, inquiring after the absentees, and supplementing with the names of the new pupils. The list of names should not be entered into the permanent roll book for a few days until all the children who are coming to school have entered. Children particularly dislike to tell their own names repeatedly, and the sooner the teacher knows the names, the sooner she will be master of the situation. Some teachers have the children pin their names upon their clothing in an exposed place until the teacher knows them.

Having the classes seated, their names taken, give list of books to be purchased or distribute them if they are furnished, and assign the first lesson. The lesson assigned cannot be an advance lesson, for there is no time to explain a new lesson. It is best to assign as review the last lesson of the previous term, explaining to the pupils that there is no time to speak of new work, and that a review of this will prepare them to understand the advance work.

**Apparatus and Other Facilities.**—A neat, well furnished school room is a requisite to good results. All surroundings have an educational influence. There should be convenient seats and desks. Personal discomfort distracts attention. A shabby desk will make a careless scholar. There should be good blackboards and plenty of them. You can always find something for pupils to do at the blackboard. It is a relief from work, and work and no play makes Jack a dull boy. Blackboards are essential for class work and illustration. The publicity of the work secures its honesty. They furnish the means of employing the idle and isolating the restless. Apparatus requires first itself and then the skill to use it. There should be maps, charts and globes; valuable both for instruction and indirect influence. One may uncon-

ssciously learn much of geography from the daily servance of a series of maps. Pictures, portraits and flowers render the school room homelike and attractive and bring to the aid of the teacher the habits of obedience and good order that grow out of the home life. All signals should, so far as possible, be impersonal. Therefore a bell should be supplied. A timepiece is essential to regularity and regularity is essential to order. It should be in sight of the whole school.

**Special Devotion for September.**—This month is generally devoted to the consideration of the heart of Mary and her Seven Dolours. The feast of the Nativity of the Blessed Virgin is observed on Sept. 8; the Holy Name of Mary, Sept. 12; the Seven Dolours, Sept. 19. Not only should we have a special devotion to the Sacred Heart of Jesus, but we should practice a particular devotion, as well, to the immaculate heart of Mary and her Seven Sorrows. St. Teresa has written: "Let us bless God that we are children of His Mother; let us imitate her and consider our great happiness in having her as our patroness and advocate. The devotions we practice in honor of the glorious Virgin Mary, however trifling they may be, are very pleasing to her divine Son, and He rewards them with eternal glory." An indulgence of 300 days every day the faithful shall perform any pious exercise of devotion in public or privately in honor of the Dolours of Mary. A plenary indulgence to those who have practiced this devotion for a month, on the usual conditions. Novena in honor of St. Michael Archangel begins Sept. 20. An indulgence of 300 days each day is granted for making this novena, and a plenary indulgence during the novena or one of the eight days immediately following the feast, on the usual conditions.

Inasmuch as the new U. S. mail regulations impose an extra postage charge for periodicals going to subscribers who are not paid up to date, the subscription price of The Journal will be \$1 per year when paid for in advance, but \$1.25 otherwise. Subscribers may save this extra 25 cts. by remitting for the present school year, within a month or two. We are pleased to say that most of our subscribers show their appreciation of our efforts to give Catholic teachers an interesting and helpful professional magazine of their own, by keeping their accounts paid to the end of each school year—many paying a number of years ahead. All this helps to make The Journal better, and encourages the editors to greater efforts in behalf of the teachers.

#### SCHEDULE OF STUDIES.

**Time Table for Graded Schools.**—This schedule shows the number of minutes per week to be allowed various subjects in the different grades. The table is merely suggestive. Where the school day is longer or shorter than the 5½ hours taken as a basis herewith, or where local conditions recommend that more time be given to certain branches, such changes may easily be adjusted to this schedule. The margin of unassigned times gives opportunity to add to the allotment of any branch or to insert an additional subject.

Subjects.	Grades—	1	2	3	4	5	6	7	8
Opening exercises	75	75	75	75	75	75	75	75	75
Religious instruction	200	200	200	200	200	200	200	200	200
Composition, grammar	120	120	120	120	120	120	120	120	120
Reading	330	300	240	200	120	120	120	120	120
Spelling	100	100	120	120	100	75	60	60	60
Penmanship	120	150	150	100	90	75	60	60	60
Mathematics	180	200	200	200	200	200	240	240	240
Physical culture, hygiene and recesses	180	165	165	120	90	90	90	90	90
Geography	120	120	120	120	120	120	120	120	120
History	75	75	75	75	75	75	75	75	75
Drawing	60	60	60	60	60	60	60	60	60
Music	60	60	60	60	60	60	60	60	60
Nature study	60	60	60	60	60	60	60	60	60
Study or sewing	60	60	60	60	60	60	60	60	60
Business course	100	100	100	100	100	100	100	100	100
Unassigned time	150	145	125	110	100	100	60	60	60

The daily program of recitations and exercises should be made for each grade, in accordance with the above time schedule, and should be hung in a conspicuous place in the class room. Subjects like drawing, music and nature study may be given two or three periods a week.

# THOUGHTS ON THE OPENING OF ANOTHER SCHOOL YEAR.

"Carola Milanis" O. S. D.

There are not many occupations that admit of new beginnings. It is a blessed privilege to be permitted to make a new beginning.

We teachers begin again each September. Again we stand at the cross-roads, with a band of young pilgrims bound for the Land of Promise, where the temple of knowledge rears its stately proportions towards the blue dome of eternal truth.

We are guides, eagerly do the children look into our faces, ready are they to follow wherever we may lead. Such trust, such willingness, what do they not deserve from us? Our failures in the past come from a niggardly response to that trust, from a weary listlessness in making full use of that willingness.

It is natural to the child to trust his teachers, and his willingness can always be won. It may require much strenuous struggles with human nature to keep the former, and much exercise of tactful energy to win the latter, but these things are more than possible to the religious teacher; they are easy—for she can do all things in Him who strengthens her.

We do well to remember that our little band are pilgrims, with a sacred object in view, with a holy land to be reached. They are not to be driven like dumb cattle; they are to be guided; they look to us to lead them to the Temple of Knowledge, the Shrine of Learning, the Altar of Wisdom.

Alas, yes; we know there are some among religious teachers even who never take their earnest little band of followers beyond the vestibule of the temple; the shrine they never reach, before the altar they never kneel. Such teachers are worse than failures, they are the makers of failures in the lives of others. Thank God, there are very few of them among us.

The robe of knowledge is Learning and its crown is Wisdom. The robe hangs within the shrine; the crown rests upon the altar; thousands enter the temple and attain neither. Among those thousands there should be none of our pilgrims, and if any, they must be the willful wanderers, not the misled nor the carelessly guided.

Do you remember how Father Faber reproaches us, in one of his priceless volumes, with our "Slovenliness in the service of God?" It seems an unspeakable thing, and yet how common it is.

What of the slovenly teacher? Does she exist in sufficient numbers to cause dread of her efficiency in wrong doing? There are degrees of this, as of every quality; there are times when the best of us do slovenly work or permit it to be done. Slovenly pilgrims bring disgrace upon religion.

Some of us guide our pilgrims on the zigzag path of our own changeable moods, and though they can reach the temple thereby, how great the waste of time and energy; how dreadful the friction of soul; how valueless the prize that has been attained through so much needless labor. God help the teacher who is inclined to daily changes of mood, and God forgive her, if she does not conquer that inclination. Her failures must enormously outnumber her successes, if she have not the one supreme success over her own temperament.

To keep the true purpose of our pilgrimage constantly in view, not mere knowledge, but learning and wisdom; to avoid slovenliness, as a deadly sin; to walk on the direct pathway of conquered moods; effort enough for one short year, surely; but we will make it earnestly, generously in the light of the Holy spirit and the love of the Sacred Heart.

## SEPTEMBER BOARD DRAWING.

School Exercises Based on the Liturgical Dedication of (By a Religious Teacher—Philadelphia.)

Having for the past few years been giving religious instructions, objectively as far as practicable, that is, by the aid of pictures, home-made charts, etc., the idea came to mind, whilst preparing to enter the class room on the dreaded "first day of school," to have a calendar drawn on the blackboard each month and arranged in such a way that the pupils could see at a glance the liturgical dedication of each month. For September a cross was drawn, the calendar placed beneath and the "Month of

the Holy Cross" artistically arranged around it in rustic letters. (See design herewith.) As weekly compositions were expected from this grade, the thought occurred that no more fitting subject for the first week could be had than "The Holy Cross." A period of fifteen-minute prepared talks and select readings on the subject was given the pupils for four successive days, beginning on Monday. They were then given five minutes each day to take notes and were to reproduce in composition form all that they had listened to during the week. Each pupil was obliged to place his work on the teacher's desk Friday morning for inspection, not correction. Friday afternoon the work was transcribed with care into a good-sized composition book, the errors were then checked with red ink. The heading being as artistically arranged as each pupil's skill would permit, in German text, rustic letters or plain print. For drawing during the first week of each month they practiced the calendar and by Thursday afternoon they were able to sketch it with pen and ink into their composition books, as a frontispiece for each month's work. On the page next was written a piece of poetry in keeping with the subject on hand, then followed the composition.



Sept. 1 comes on Wednesday instead of Tuesday as above.





## What Catholic Educators Say:—

### THE COURSE OF STUDY.

I believe that the best interests of our schools demand that we should make as the basis of our school work a course of study in which while emphasis is placed upon Christian doctrine and the traditional three R's, yet all due consideration is given to the other so-called non-essential subjects and sometimes termed "fads and fancies." I believe in this broader curriculum not only because these branches have an educational value, but because the complex conditions of our modern life, especially in the large cities, is gradually forcing upon us radical changes in our whole educational system.

I likewise believe in the more generous curriculum, because observation shows that where there are two schools—of the same character—each working under fairly reasonable conditions, fairly well graded and with an absence of overcrowding, the school that devotes itself almost exclusively to the bread and butter branches and excludes all non-essentials does not do better work, even in the bread and butter branches, than the school in which intelligent and due consideration is given to music, drawing, etc.

Belief in the broader course of study always presumes that the teachers are prepared for their work and are teaching under normal, just conditions. I am forced to admit that oft times our teachers are so hampered by difficulties, not of their creation, that their time, energy and skill are so taken up with the instruction in the fundamental branches that there is little opportunity for anything else.

Our teachers should have a fair chance; no teacher, be she ever so well trained, can accomplish results in class rooms crowded beyond all justice and reason. There is need of a keener appreciation on the part of the pastors of what is within the teachers' duties, hence there should be a change in the customs that impose upon teachers work that is beyond their province.

—Rev. Supt. McDevitt, Philadelphia.

### THE EVIL OF OVERCROWDING.

Overcrowding is very detrimental to the health of teacher and pupils. Medical inspection of public schools has proven that the rapid spread of disease among the school children is due to the overcrowded lower grades, where large numbers are herded together and neglected physically and mentally. The atmosphere is more vitiated in the larger rooms than in the smaller, and this is due not merely to the larger number of children, but also to the fact that the teacher in his anxious efforts to provide for so many neglects to attend to the proper ventilation of the room.

But a more serious objection to overcrowding remains. "Mens sana in corpore sano," is an old but true saying, and the harm done to the mental growth of the children under such circumstances is well nigh irreparable. Modern educators agree that the very best of teachers in a primary grade cannot do justice to more than from 40 to 50 pupils, and they add that local conditions may render this number too large. What then can be said in defense of primary grades containing 70, 80 and 90 pupils.

The teacher's office is to educate. This means that he is to lend assistance in the development of each child entrusted to his care. He must endeavor by proper means to awaken the potentialities dormant in the soul of his pupil. He must provide food for the mental growth, the soul growth of his pupil, and since God has created the soul of man according to His own likeness, it must in consequence feed upon "the True, the Good

and the Beautiful." He must by wise direction form the character, and withal preserve the individuality of each pupil. No amount of class instructions and simultaneous teaching can accomplish this, and individual attention to the needs and wants of each claimant becomes an absolute necessity. To attempt individual attention to the needs of a class whose number exceeds 40 or 50 is simply absurd.

—Rev. Supt. Auer, Cincinnati.

### CHURCH HISTORY IN THE SCHOOL.

Church History.—The history of the Catholic Church has rightly been called "the Bible continued." The Church is Christ Himself perpetuated in the world. It is the "continuation of His life and work, His permanent, visible presence in the world."

An elementary history of the Catholic Church, such as is here outlined for our schools, will show the Divinity constantly shaping her ends, and preventing the prevailing of the Gates of Hell. It will show that the Church is one, holy, Catholic and Apostolic.

Beginning with the fourth grade oral instruction is required to be given on the lives of certain saints and on various events in the history of the Church. Wherever, in fact, in the course on Religion the names of central historical figures are mentioned, advantage should be taken of giving the historical framework and setting of their lives.

In the seventh and eighth grades the use of a text book is prescribed. It is realized that it is impossible within the narrow compass of two years to do justice to the glorious history of the Church, interwoven as it is and influencing the life of every race and nation. Only the chief epochs and the striking events and influencing personages need be touched upon; but the whole study is so to be treated, explained and made living and interesting as to create a thirst for further knowledge, to be slaked in further studies after graduation.

Chronological data should not be insisted upon. Except in some few instances the approximate date will suffice. Very little attention should be paid to the heresies that every now and then arose, save to tell what they were, how they arose in pride of intellect, in disobedience and in disappointed ambition; to explain the means used by the Church to extirpate them; to tell of their waning and their final disappearance.

—Rev. Supt. Smith, New York City.

### THE MATTER OF TEXT BOOKS.

The text book is an important and necessary part of modern school equipment. It is an aid in teaching for the teacher and a help in study for the pupil. It aids the teacher by affording the pupils a means of getting thought from the printed page, and through that enables him to take up his text as an independent source of knowledge. By its use the child acquires habits of self-reliance in study, and is put more and more in a position to use other books, the world of literature, as a means of self-culture for his after-school days.

What the tool is for the mechanic, the chisel for the sculptor, the lance for the surgeon, school books are for pupils and teachers, i. e., simply aids or instruments. The tool itself will not build a palace, nor the chisel fashion the marble statue, nor the lance remove the diseased member. Neither will text books of themselves impart knowledge. If they did, the teacher's task would be practically the same as the office of the librarian, or the work of the bookseller. With school books as with tools, good results are obtained only with instruments that are rightly constructed and skilfully used. The making of school books and their proper use by both



teacher and pupil are, therefore, important considerations for the efficiency of our school work.

—Rev. T. J. O'Brien, Former Supt. Brooklyn Schools.

#### CHEERFULNESS IN RELIGIOUS TEACHING.

"A cause of the scepticism of this day," says a distinguished American prelate, "is the puritanical training of our children in religion. This is not peculiar to any church. It prevails more or less amongst all of us. Catholics are not entirely exempt from it. Pious sisters in our convent schools may err in this direction. There may be too many and too protracted religious exercises.

If religion be rendered burdensome and unamiable at that age, afterwards the youth who has always associated it with gloom, when emancipated from home and school influence, may renounce it entirely and try to believe it false or doubtful. . . . Teach the child that religion is of God, and that God is the God of the beautiful, that He is the God that inspired the joy that leaps in his young heart. Teach him that He is a God who loves little children, . . . that He Incarnate feasted with publicans and sinners, and by his condescension won them, that He went to the feast at Cana in Galilee and gave those who were there the means to prolong their joy. This is the view the young ought to have of religion, and then they will persevere."

It is with fear and trepidation that many of our young children begin their long years of training. They ought not to be made to feel that they are going down into the valley of the shadow of death. If there is one characteristic more than another which at all times should distinguish teachers and mark their every instruction, especially in religion, it is brightness and cheerfulness.

—Rev. Supt. Nolan, Baltimore.

#### SOME ESSENTIALS IN ELEMENTARY

##### RELIGIOUS INSTRUCTION.

The child's demand is ever for real people—people that he can see and touch and imitate. If these are not available he will occupy himself with their pictures, and listen to stories descriptive of their actions. Moreover, the people that acquire form and life in his imagination become in time almost as real to him as the inhabitants of the outer world, and they also serve as models for his imitation. He will clothe any object in his environment, however inanimate or unpromising, with the feelings, emotions and activities of the people of his imagination. Anyone who has observed children cannot fail to realize something of the value which pictures have for them. In lieu of the real objects, pictures seem most desirable, but they should have the color of life if they are to convey much meaning to young children. A drawing, no matter how well executed and no matter how attractive the subject, will be rejected by the normal child for a color daub of a comparatively uninteresting theme.

If, therefore, the teacher of religion would efficiently minister to the demands of the child's nature, he must begin with concrete embodiments of religious truths, nor will he experience any great difficulty in finding in the record of our Lord's life and teaching an abundance of material suited to the capacity of young children. The children should be taught to know Him and to love Him. Through this knowledge they will enter the kingdom of Heaven and in due time they will come to a realization of the great fundamental truths of the Trinity, of Creation and of Redemption. In this procedure the teacher is but following the example and the method of teaching employed by our Divine Master, who repeatedly pointed out the fact that we could come to the Father only through the Son. "I am the way, and the truth, and the life. No man cometh to the Father but by Me." (John xiv, 6.)

—Rev. Thomas Shields, Catholic University, D. C.

#### CATHOLIC PRACTICES FOR CHILDREN.

Teach the children how to spend the day in a Christian manner; to bless themselves when awakening; to dress themselves modestly; to take holy water and then to kneel down, and to recite a few prayers, especially the Our Father and Hail Mary, the Apostles' Creed, the Acts of Faith, Hope, and Charity; to offer up all their words, thoughts, and deeds of the day to the greater glory of God, and to unite them with the sufferings and

death of Our Lord Jesus Christ; to pray before and after meals; to make frequent aspirations during the day (for example, "Sacred Heart of Jesus, have mercy on me," "Immaculate heart of Mary, pray for me," "My holy angel, protect me"); to invoke the holy names of Jesus and Mary and Joseph in temptations; to examine their conscience at night and to make an act of perfect contrition; to sprinkle their bed with holy water, and to think of God and our blessed Mother before falling asleep. Thus the children will be taught how to use the means that God has given us to lead a virtuous life and to attain the end for which He has placed us in this world.

—Bishop Stang.

#### FORCE OF EARLY IMPRESSIONS.

Looking back over my own life, I find that, even at six years of age, I had such a dread of the profane use of the holy name of God, that nothing could have induced me to pronounce it inconsiderately, much less with positive irreverence. And although I afterward labored daily among those who profaned it, so indelibly were the first impressions made upon my mind by the teaching and example of pious parents, that, during that time, I never so much as once used it thoughtlessly, much less blasphemously. Let this instance of the force of early impressions, taken from the life of one with whom I should be best acquainted, be a lesson to teachers upon the importance of a reverent manner. Every motion of the teacher is scrutinized by the children, and the smaller they are, the more closely they will watch him; for, not having as yet learned to depend upon themselves, they feel the necessity of being guided by the example of others. Instructing children of this class is a duty far more sacred than that of instructing larger ones; for the latter can judge for themselves to a certain extent, and have, besides, other sources of information; but the little ones are wholly at the mercy of the teacher. His words and example, if they love him as they should, are laws for them, from which they acknowledge no appeal.

—Rev. A. A. Lambing (Pennsylvania).

#### AVOID PARTIALITY TO PUPILS.

Of all people in the world, teachers can least afford to show partiality to pupils. Children are naturally jealous. They have not sufficient self-control to check their jealousy, nor sufficient cunning to conceal it. The teacher who shows partiality to a child in class is in reality an enemy of that child. There is truth as well as poetry in Gray's line, "a favorite has no friend." Then, besides, the usefulness of the teacher is hampered beyond reckoning. Impartiality is a pedagogical virtue difficult to practice. Some children are attractive by their appearance, some by their manners, some by their dress, some on account of social position, etc. How is the teacher to resist? First of all, the teacher is paid not to show partiality but to teach; secondly, the teacher must avoid partiality to do the work of God properly; thirdly, the teacher is supposed to have some training, and the urgent necessity of this qualification should be an important part of the training.

—Rev. J. T. Nicholson, Houston, Texas.

#### THE EQUIPMENT OF TEACHERS.

The efficiency of the school is directly proportionate to the character and equipment of the teacher. To gauge the value of an educational system it is only necessary to ascertain the character, the standards and the methods of its teachers' training schools. If we are to convince the world that our schools are as good as others, we must be prepared to show, first of all, that our teachers are equally as good. If the parochial schools are to continue to keep abreast of the public schools, the institutions in which our teachers are trained must be the object of unceasing efforts to correct defects and to assimilate new elements of educative power. The teacher, from whatever point we may view the matter, must be regarded as the dominant factor in the problem of the future of our schools.

—V. Rev. James A. Burnis, C. S. C., Washington, D. C.

The subscription price of *The Journal* is \$1.—per year, if paid in advance, otherwise \$1.25 per year.

# Hints and Helps.

Methods, Devices, and Suggestions from Many Teachers' Workshops.

## TEN RULES OF POLITENESS FOR CHILDREN.

These rules may be written upon the blackboard in a conspicuous place where they may be seen and read easily. One rule at a time may be taken for a lesson and memorized and discussed. These sentences may also be used for dictation exercises.

1. "To be polite is to have a kind regard for the feelings and rights of others" or "To say and do the kindest things in the kindest way."
2. Be as polite to your parents, brothers, sisters, and school-mates as you are to strangers.
3. Look people fairly in the eyes when you speak to them or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum, or eating at lectures, in school, or at places of amusement, is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing, or making remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife or pointer, hand the blunt end toward the one who receives it.
9. When a class-mate is reciting do not raise your hand until after he has finished.
10. When you pass directly in front of anyone or accidentally annoy him, say "pardon me;" and never fail to say "thank you" (not thanks) for the smallest favors.

## SOME BUSY WORK.

It is not so difficult to keep the older pupils busy, as their regular studies, if given as they should be, will keep them profitably occupied in the preparation of the lessons. But with younger pupils it is quite different. They must be directed how to use the things which are given them before they are allowed to work with them alone. The child should not be confined to one kind of "Busy Work" too long; use variety. The following may be suggestive for more extended work:

Sentences from reading lesson copied from blackboard anyd from script and print charts; copy words from blackboard and from script and print charts; copy list of all words taught during the week or month; children copy known words from cards, arranging them in stories; copy name and address; give books to each or simply a printed leaf; pupils find known or designated words and copy; cards with simple outline pictures; story of pictures told in one or two short sentences; pupils copy sentences and draw pictures (the lines on the card should correspond with lines upon the slate); trace both pictures and stories; trace pictures and stories by means of tissue paper; write name or short story about picture presented by teacher; teacher writes and cuts up sentences composed of known words; pupils put together and copy; place several objects before the pupils; pupils write a short story about each; write questions about a designated object.

## AN EXERCISE IN MARKING MISTAKES IN WRITTEN ENGLISH WORK.

The purpose of such exercises is to enable the pupil to find and correct his own mistakes, and to form the habit of doing this. One does not gain strength through another's exercise. In some way the pupil must be interested in being able to convey his thoughts to others in correct written language. He must realize how unfortunate it will be to have his letters and other writing full of blunders, and how much neatness and correctness

count for in business and social communications, especially with strangers.

It is well to read the class one or two of the best papers in a set, and go through one or two average papers with the class, allowing the pupils to find and correct typical errors. After this exercise each pupil should discover and correct the errors in his own paper. It may be wise sometimes to vary this work by marking one or two of the common errors at the beginning of a paper and giving it back to the pupil for him to find and correct the others.

Always keep in mind the object to be accomplished, and use methods adapted to the end.

—Educational Digest.

## TO CULTIVATE EXPRESSION.

The pupils had just finished reading the last story in the book, and the teacher told them to look through the book and chose a story which they liked. She then gave each child a piece of paper which would fit into the palm of his hand, and told him to write on that paper a topic for each paragraph in the story he had selected. When this was done, she told the children they might "make-believe" they were all public speakers. The topics were the speaker's notes, and the audience would listen to what each speaker had to say. The speakers, of course, would not refer to their notes unless obliged to. The teacher then took her place among the children, sitting in one of their seats. She did this to let the child feel that he had the floor and would not expect any assistance from her. The audience was allowed to show its appreciation of a particularly well-rendered story by clapping. This exercise was not only profitable, but very enjoyable.

—Western Teacher.

## PRIMARY PENMANSHIP.

The first step in teaching penmanship should be to give the child an idea of the form of the letters. This can be done by writing with soft chalk on the desk top or a slate, some word from the day's reading lesson. It is not necessary to have space lines at first; in fact, it is better not to use them. Let the child learn how first, and gain rapidity and correctness when his muscles have become stronger and better trained. It is preposterous to expect perfect form, slant and spacing while the muscles are still only partly developed.

A square, front position from the first will prevent the side-hill shoulder of later years. The full-arm movement, with a lightly grasped pencil, will correct much of the angular, cramped penmanship of our schools. It is not necessary that even two pupils should write alike, since not any two persons have muscles balanced just alike. The better way would be to work for uniformity in slant, spacing and movement in each individual pupil's writing. Individuality in handwriting, rather than the stereotyped uniformity, which always follows the use of copy books, is the desirable end.

—W. J. Pollock, Milwaukee.

## THE STUDY PERIOD.

The study period should be short, especially for pupils from the third to the sixth year. It seems advisable that twenty minutes each morning and each afternoon should be allowed for study, and a definite plan should be made by the teacher for these periods, as for the recitation periods.

The child should not be expected to concentrate attention upon more than one line of thought; he should be taught to pursue a subject systematically. Nothing

should be assigned for study that is beyond the comprehension of the child, nothing that requires aid or explanation, only such work as the average child should be able to think out for himself. Confused ideas and slovenly habits of thought result from work that is indefinite or too difficult.

A child should first be taught how to study a certain lesson. The next day when the child writes or recites he should be held responsible for the lesson along the lines mapped out the day before. If the child is not held responsible for the work of the study hour he will soon fail to apply himself and the time wasted will tend toward demoralizing influences. —Emma Schoonmaker.

#### PATIENCE WITH THE DULL CHILD.

Most children at some time in life pass through a period in which both the physical and the intellectual powers are below the normal. There are physiological causes for this which the study of childhood in recent years has revealed and partially explained. Every teacher has had pupils who have been bright and efficient in their school work, but who came to a time when it was almost impossible for them to learn. Such pupils are likely to be denominated dull, especially if through changes of teachers or thru promotion the teacher does not have them long enough to become acquainted with their condition. The management of such cases requires great patience and skill on the part of the teacher until the child regains his health and vigor and his apparent dullness passes away.

Even if the child is naturally dull he is deserving of the best of attention. To teach the bright, interesting pupil is very easy; but to arouse and interest those that are dull tests the teacher's power. The latter requires skill, patience, tact, good judgment, zeal, versatility. The results, however, often more than compensate for the extra trouble. The dull child learns persistence, perseverance, value of effort, through the hard work that he must do to gain the victory. —Dr. Levi Seeley.

#### CORRECTIONS OF ORAL ERRORS.

Let every teacher keep on the table a pencil and notebook, in which to write down the mistakes in English which the children do not make. The mistakes of close of the month she will have almost all the kinds of mistakes they will ever make.

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children, and they will make some mistakes which English children do not make. The mistakes of Polish children will differ, to some extent, from both the others; but most mistakes in English are common to all.

The teacher will find further, that when the mistakes are classified there will not be a large number of classes or kinds. There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree with subjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, systematic drill should follow. Take up one at a time and let the oral work and written work be directed against the errors. —J. B. Wisely.

#### WORD-GETTING.

##### Phonetic Drill.

1. Have each pupil copy the words.
2. Underline every other phonogram or syllable.
3. Mark the vowels.
4. Mark the silent letters.
5. Mark the accented syllables.
6. Sound the phonograms or syllables.
7. Pronounce the words.

##### Pronunciation Drill.

1. Underline every other syllable.
2. Mark the accented syllables.
3. Pronounce the word.

##### Oral Spelling.

1. Train pupils to hear syllables as the word is pronounced by the teacher.
2. Require pupil to pronounce the word before spelling it, to hear the syllables.

3. Require pupil to pronounce each syllable once as he spells the word.
4. Pronounce the word.

Spelling depends on the proper training of eye, ear, vocal organs and the hand.

#### ANOTHER TEST IN THE USE OF PRONOUNS.

The blanks are to be filled with pronouns, but the word you should not be used except in No. 9, for the obvious reason that it has the same form for both the nominative and the objective case:

1. — who did the mischief you should scold, and not George or —.
2. He told my brothers and — — he judged it to be.
3. There is a man — I think needs help.
4. — that come to me in that way I cannot refuse. For such as — I have only sympathy.
5. — do you suppose it was that invited Roy and —.
6. Father allowed Harry and — to go with a man — he judged to be Brown.
7. Be careful — you trust.
8. To-night we shall visit our friends in Milton. — who were here last winter.
9. May Harry and — sit together? No, I cannot allow — and — to sit together, for — and — give me too much trouble.
10. It was neither — nor — that mother meant; she was speaking to John and —.

#### A LESSON ON IRREGULAR VERBS.

Fill each blank in the following with the proper form of the following verbs: "Sit," "set," "lay," "lie," "fall," "fell," "fly," "flee," "flow," "raise," or "rise."

- (1) When the bread had r...., she put it in the oven.
- (2) The boy has s.... on the sofa an hour.
- (3) Come and l.... down.
- (4) The river has overf.... its banks.
- (5) Lucy has l.... her books on the table, and has l.... down to rest.
- (6) She has s.... the table, and has s.... down to sew.
- (7) He f.... the tree, and then s.... down on the log.
- (8) The baby was l.... on the bed.
- (9) The boy s.... the bucket down, and then s.... by it.
- (10) He bought a s.... of eggs, and s.... the hen on them, and now she is s.... on them, and she is a s.... hen.
- (11) After the boy had f.... from the tree, he f.... it.
- (12) The bird had f.... to the top of the tree.
- (13) He said, "Come in and s.... down your bundle."
- (14) The yeast has r.... the bread.
- (15) The boy r.... from his chair, and r.... the window.

#### A SPELLING TEST.

The following list is not made up of catch words seldom used, but all of them are such as intelligent men and women are likely to have occasion to use. Yet it is safe to say that any one who can make a grade of 95 per cent. on the list without special study beforehand is a good speller. Try it in your high school, or in a teachers' institute class: Benefited, conspiracy, chargeable, tyranny, inseparable, embarrass, duteous, decorous, barbarous, hazardous, pretentious, witticism, procedure, proceedings, equalize, demonetize, catechise, scrutinize, criticise, definite, changeable, amenable, audible, principal, dependent, defendant, laboratory, vacuum, tendency, synonymous, horrible, villain, melodeon, melodious, woolly, cession, erroneous, counseled, indictment, initiate, eligible, abhorrence, acquiesce, vernacular, transient, descendant, convening, crisis, lilies, pansy, primer, metal, apparel, auxiliary, Britain, Cincinnati, Mediterranean, Teutonic, Phillip, Helen, bulletin, copyright, degradation, diabolical, heinous, indelible, dilatory, discrepancy, euphonious, irresistible, noticeable, omnivorous, psychology, pursuance, trafficking, guidance, stimulus, vengeance, inelligible, imbecile, immovable, impanel, gregarious, mammals, until, stratagem, almighty, withal, honorary, malice, monkey, strategy, donkey, sulky, umbrella, valise, holiday, composite, transit, counterfeit.



# Religious Instruction

## PROGRAM OF STUDY IN RELIGION.

By Rev. Brother Baldwin, F. S. C., New York City.

In graded schools each teacher should be made to conform to the program of matter to be taught in the catechisms in his class. If he does not adhere to the program his teaching is apt to be of a desultory character, and he will run the risk of giving instruction in a haphazard way, without proper connection. He will also run the risk of being carried away by impulse, misguided zeal and personal preference for certain parts of the unimportant and of overlooking the important matters, and he will give lessons little in keeping with the necessities or capacity of the pupils.

Besides the principal mysteries which should figure in the program of each of the classes and the Sacraments of Penance and Holy Eucharist for those who are about to receive them for the first time, it is very important that a more advanced class should continue and extend the teaching of the preceding class. Thus, the children will more readily acquire a knowledge of the essentials and will be more likely to retain a lasting memory of the fundamentals. There shall be for each class a program proportioned to the needs and the age of the pupils. It shall be subordinate to the general program of the school and be a regularly graduated portion of it.

The general plan of the program of catechetical instructions should be, as far as possible, concentric in form and matter—that is to say, each class is to extend the form and to enlarge the matter of the preceding class—thus constantly widening the circle of knowledge, and opening up new horizons to their mental and moral vision, whilst at the same time more indelibly impressing the fundamental truths on the child's mind.

### Importance of Primary Lessons.

Besides the pedagogical reasons for this course, there is another, imperative and important because of its practical nature, and it is this: Many, very many, of the pupils have to go to work while still quite young, and a not inconsiderable percentage leave from each and every one of the grades each year. Such falling off, increasing in numbers with each successive advance in the grades.

Now, it is not very probable that a large percentage of these children will attend the Sunday school, and hence will have to fall back upon their knowledge of the essentials of the text of the catechism, which they received in the class rooms. Whenever at all feasible, the text of the catechism of the diocese should be gone through every two years, with an ever-increasing concentric explanation. Thus, the higher grades will learn in fuller detail and with more exhaustive explanations, what they had learned only in mere outline in the lower classes, and so will come to a more complete understanding and a more retentive memory of all the essential articles of our holy faith.

(b) Some of the necessary dispositions to be cultivated in the children in order that they may receive benefit from religious instruction.

I am certain that we are all unanimous in saying that children will be benefited by the instruction received, not alone by the knowledge and tact and other qualities of the catechist, but in a very great measure in proportion to the dispositions with which they themselves assist at such lessons, and the fidelity with which they correspond to the practices inculcated therein. It is, therefore, plainly the duty of the catechist to develop and cherish certain dispositions in his scholars if he desires to have them reap full benefit from the instruction. Chief among these are:

- (a) An earnest desire to know.
- (b) Purity of mind and body.
- (c) Interested attention and intellectual activity.
- (d) An energetic will and strong determination to lead a truly Christian life.

## To Excite Desire for Religious Truths.

In order to excite in his scholars an earnest desire to be instructed in the truths of religion the teacher must give them exalted ideas of the grandeur, the sublimity of the moral law; the admirable economy of the dogmas and the great and inestimable utility of the Sacraments; the heroism and true nobility of the Saints, and the wonderful influence which they have wielded in their respective spheres of action. (I may here note that all of this is to be accomplished by and through the concentric plan spoken of in the last topic.)

The teacher must show his children that above all things it is necessary for them to pray and beg of God the gift of a true conception of spiritual things and a relish for them. He must teach them that the knowledge of religious truth and a love for it are promised only to the humble and pure of heart; while those who are proud and carnal can neither receive nor relish what so strongly contradicts their evil passions. Of course this must be done, i. e., taught to the children adroitly and with infinite circumspection. I would refer here to pp. 266-270 in Spirago for admirable counsels in this matter, and also to several chapters in the "Elements of Pedagogy of Our Institute."

The teacher must make use of all the measures at hand to arouse the attention and the intellectual activity of the children. If he speaks to them on abstruse subjects in an abstract way he will have a distracted, inattentive class. He will have his labor for his pains, and would be like the man pouring water into a sieve. He was surprised that so little of it would stick or remain in the sieve.

The most important duty of the teacher is to develop and cultivate within his pupils a firm, energetic will to practice the moral precepts taught in the lessons of catechism; especially is this to be done as the child is budding out into adolescence, for "as the twig is bent the tree is inclined," and in this instance, "an ounce of doing is worth a ton of flowing."

If this be accomplished by and through the instrumentality of religious instruction then all is gained, whereas failure in this all-important matter is total failure to accomplish the purpose of all instruction in religious truths, and spells ruin and moral death to the helpless unfortunate who fails to be so influenced in his early years. This is true, and it is borne out by so many sad instances that no additional arguments are needed, at this moment, but rather requires an earnest search into the cause or causes of such regrettable results.

### Faults to Be Avoided.

The Right Rev. Bishop Bellord says: "There is a general consensus of opinion on two very important facts, viz., the general unsatisfactory character of our catechetical instruction as a system, and the enormous losses from the ranks of those who have gone through our Sunday school classes." I am not prepared to corroborate nor to deny the statement of the losses here spoken of, nor to give statistics in the matter, but rather to suggest that it is worth while to search for a few of the causes, and in the best measure possible to apply a remedy thereto.

St. La Salle warns the Brothers not to rest satisfied with storing the child's memory, for this is the very least important part; though if we were to judge of what we have seen in too many instances it would appear to be the most important, the entire burden and purpose of the lesson as too often given.

The teacher must see to it that his pupils receive and retain the ideas and not merely words or bare formulas, which are but the symbols for ideas and knowledge. Who amongst us has not been surprised at the correctness with which many children recite the mere text of the catechism, and the equally great stupidity manifested when asked to give the simplest explanation of the text!

These, and thousands similar, that are within the experience of each of us here, plainly show the necessity of training the intelligence of the child, and not merely storing his verbal memory with the text of the catechism.

Among the many defects against which St. La Salle warns his brothers may be cited the few following: (1) Sacrificing instructions, properly so called, to pious exhortations, the latter being introduced only incidentally, and led up to by the lesson or by some appropriate event. (b) Falling into the opposite defect, i. e., addressing one's self continually to the intellect of the children and neglecting to train the heart and its affections. (c) Devoting too much time to discoursing and not enough to questioning, thus turning it into a sermon instead of a catechism lesson. (d) Not bringing one's self within the reach of the children's understanding. Making use of abstract or scientific terms instead of simple, intelligible and concrete expressions, especially with young children. And St. La Salle warns against the most serious of all faults, that of daring to attempt a lesson in religious instruction without sufficient and immediate preparation.

# **OUTLINE OF A REVISED COURSE IN RELIGION.** **Arranged by Rev. Joseph Smith (Supt. of N. Y. Schools).**

(We herewith present the new course in religious instructions prepared for the Catholic schools of New York. Catholic teachers and officials generally will find it helpful as a guide in arranging for the work to be done during the coming year in religious instruction—the all-important subject in the curricula of our schools.—Editor.)

## **GRADE 1 A.**

**Prayer**—Sign of the Cross; The Lord's Prayer; The Angelical Salutation; Aspirations. All to be taught orally.

**The Bible, Old Testament**—God; Creation of the Angels; their sin. Creation of the World; Adam and Eve; their sin; the Promise of a Redeemer.

**New Testament**—The Annunciation; the Visitation; the Birth of Our Lord; Adoration of Angels, Shepherds and Kings; the Flight into Egypt; Holy Family at Nazareth; the Visit to the Temple; the Hidden Life; Jesus at Prayer; Summary of Public Life; in short, a brief, yet complete, life of Our Lord suitable for children.

**Catechism**—Twenty easy questions taught orally from The Introductory Catechism.

**Objective Teaching**—Pictures, colored if possible, illustrating Catechism and Bible History of grade; Drawing, use of blackboard, symbols and images.

**Oral Instructions**—Training of Conscience; Simple talk on God; His love for children; Short life of our Lord; His Passion, Death Resurrection and Ascension; On Prayer.

**Practice**—Training of Will; The obedient, the truthful, the honest child contrasted with the opposite; natural and supernatural motives for these virtues. Proper conduct at home, at prayer, in Church, on the street; how and when to genuflect; Use of Holy Water.

**Biography**—Stories of the Children's patron Saints, especially of their childhood.

**Selections**—"Suffer little Children, etc." and others showing the love of Our Lord for children.

**Hymns**—"I am a Little Catholic;" "What Lovely Infant."

## **GRADE 1 B.**

**Prayer**—Sign of the Cross. The Lord's Prayer; the Angelical Salutation; the Apostles' Creed; Prayer to Guardian Angel; Aspirations. All to be taught orally.

**The Bible, Old Testament**—God. Creation of the Angels; their sin; Creation of the World; Works of each day; Adam and Eve; their fall; the Promise of a Redeemer; Cain and Abel; Wickedness of People; Noe and the Deluge; the Rainbow.

**New Testament**—The Annunciation; the Visitation; the Birth of Our Lord; Adoration of Angels, the Shepherds and Magi; the Flight into Egypt; Holy Innocents; Holy Family at Nazareth; Visit to the Temple; Loss and Finding of Jesus; His Hidden Life; His Public Life; His Death; the Resurrection; the Ascension; Descent of the Holy Ghost; in fine, a brief, yet complete life of Our Lord suitable for children of this grade.

**Catechism**—Twenty additional easy questions from the Introductory Catechism, to be taught orally.

**Objective Teaching**—Pictures, colored if possible, illustrating Catechism and Bible History of grade; drawing, use of blackboard, symbols and images; the Cross and Crucifix.

**Oral Instruction**—Training of Conscience; God; Jesus; Mary; Joseph. God's power; love for each one in particular; Short life of our Lord, little more in detail; Devotion to Him; to Our Blessed Mother and St. Joseph. The Good Angels; the Guardian Angels; the Bad Angels; Simple instructions on Sin; its punishment here and hereafter.

**Practice**—Training of Will; Obedience, truthfulness; honesty in the child. Natural and supernatural motives for practicing these virtues and avoiding the opposite vices. Short and long Acts of Contrition. How and when to genuflect. Conduct at home, at school, on the street, at Church; Use of Holy Water; Morning and Night Prayers. The wording of Act of Contrition and other prayers in this and other grades should not be changed for any other during the school life of the child.

**Biography**—Stories suitable for children from the Bible, lives of Saints, great men and women. Saints of each month as they occur.

**Selections**—"Suffer Little Children, etc." and others showing the love of Our Lord for children.

**Hymns**—"What Lovely Infant Can This Be?" "Dear Angel Ever at My Side."

## **GRADE 2 A.**

**Prayers**—Review of prayers for 1 A. and 1 B. Act of Contrition; Act of Faith; "Glory be to the Father;" Aspirations.

## **THE BIBLE.**

**Old Testament**—Review work of 1 A. and 1 B. in greater detail; the Deluge; Noah's gratitude and sacrifice; the Rainbow. Add stories of Tower of Babel; cause, pride and mistrust.

**New Testament**—Review orally in greater detail work of 1 A. and 1 B. Add: John the Baptist; Baptism of Our Lord; His love for Children; His public life; His Passion; Death and Resurrection; His Ascension, and Descent of Holy Ghost. In fine, a brief, yet complete, life of Our Lord for children of this grade.

**Catechism**—Introductory Catechism; lessons I to XIII.

**Objective Teaching**—Pictures illustrating Bible and Catechism, drawing, blackboard work, diagrams, symbols and images.

**Oral Instruction**—Training of Conscience; God; His love, goodness. Sin; an act, word or thought displeasing to God. Its punishment; Death, Judgment; Hell; Sources of Temptations; means of overcoming them; reward for so doing is Heaven. Conscience; what the child thinks of an act when doing it; ways in which a child usually sins; Sorrow for sin.

**Practice**—Training of will; Visit to Church; use of Holy Water; Visit to Our Lord; train children to do these holy things; Introduce the Ten Commandments; Virtues of childhood. Life of Our Lord; the diligence, the industry, the modesty, the humility and the obedience of Jesus in His Hidden Life. "And He was subject to them."

**Biography**—Stories from the Bible; Lives of Saints, great men and women, to arouse the imitation of the child.

**Selections**—From the Bible, simple short ones appropriate to children.

**Hymns**—"To Jesus' Heart all Burning," "Dear Little One."

## **GRADE 2 B.**

**Prayer**—Prayers of preceding grades. Acts of Hope and Charity. The Confiteor; Aspirations, with indulgences annexed.

## **THE BIBLE.**

**Old Testament**—Review stories of preceding grades. Add, Abraham and Isaac; Joseph and his Brothers; how Joseph came to Egypt; Moses, his Birth, his Obedience and Disobedience; Receiving Commandments on Mount Sinai.

**New Testament**—Review Stories of preceding grades; Baptism of Our Lord; Examples of God's Mercy; David; Cure of the Sick, Blind, Deaf and Dumb; Prodigal Son; Institution of Penance; Passion and Death of Jesus; Brief life of Our Lord.

**Catechism**—Introductory Catechism; Lessons XIII to XXVII; Review book.

**Objective Teaching**—Pictures illustrating Bible and Catechism; Form Album of same; Drawing, Blackboard Work, Symbols, Images.

**Oral Instruction**—Training of Conscience; from Bible Stories show Nature, Guilt and Punishment of Sin; The

Ten Commandments; Children's Sins; Examination of Conscience; tell of God's Mercy for Sinners; Sorrow for Sin; Motives for Contrition; Confession.

**Practice**—Training of Will; short Acts of Contrition for daily faults; Method of Examination of Conscience for Child; Train in manner of making Confession; Visit to Confessional.

**Biography**—Stories from the Bible; Lives of Saints, great men and women to arouse the imitation of the child.

**Selections**—From Bible, suitable for Children.

**Hymns**—"Come, Holy Ghost;" "Christ the Lord Is Risen To-day."

#### GRADE 3 A.

**Prayer**—Review Prayers of preceding grades; Grace for meals; the Divine Praises; the Memorare.

#### THE BIBLE.

**The Old Testament**—Review work of preceding grades; Story of Moses more in detail; Plagues of Egypt; Paschal Lamb; Passage of Red Sea; Miracles in the Desert; Mount Sinai and the Commandments; Doubt of Moses; the Brazen Serpent; Death of Moses.

**New Testament**—Review Work of Preceding Grades; Baptism of Our Lord; His Fast and Temptation; Wedding Feast at Cana; His Love for His Mother; His First Disciples; Miraculous Draught of Fishes; Cure of Paralytic and Forgiveness of Sin; Sermon on the Mount; the Beatitudes; Cure of the Leper; Raising the Dead at Naim; Christ before Pilate; Way of the Cross; His Death; in fine, epitome of Our Lord's Life suitable for Children of this Grade.

**Catechism**—Baltimore No. 1; Lesson I to XVII.

**Objective Teaching**—Pictures; Teach Children to form a Collection; Blackboard Work; Drawing; Diagram Work; Symbols and Images; Map of Holy Land.

**Instruction**—Training of Conscience; Obligation of hearing Mass; Manner of assisting at Mass; Abstinence on Friday and Ember Days; Mercy of Our Lord; Examination of Conscience; Contrition and Confession; the Seal of Confession; Principal Feasts and Saints' Days as they occur.

**Practice**—Training of Will; Conduct during Temptation; Prayer; Flight; Turning thought to other things; Acts to exercise the Will; Map out rule of life for children of this Grade.

**Biography**—Stories of first Confession; of the Childhood of Our Lord; His Mother; John the Baptist; of the Saints; of great Men and Women; St. Agnes; St. Lucy; St. Cecilia; St. Tharcisius; St. Pancratius; St. Aloysius; St. Stanislaus; St. John Berchmans.

**Selections**—From the Bible and Imitation of Christ.

**Hymns**—"Holy God, We Praise Thy Name;" "Jesus, the Very Thought of Thee;" "On This Day, O Beautiful Mother."

#### GRADE 3 B.

**Prayer**—Review Prayers of Preceding Grades; Add, "We Fly to Thy Patronage," "Morning Offering to the Sacred Heart;" Add, New Aspirations.

#### THE BIBLE.

**Old Testament**—Review Work of preceding grades, especially 3 A; Add, Wandering of Israelites; the Manna; Doubt of Moses; the Brazen Serpent; the Promised Land; Prayer and Advice of Moses; his Death; Josue; Entrance into Promised Land; Gideon, Sampson, Ruth; Impiety of Sons of Heli.

**New Testament**—Review Work of Preceding Grades; Principal Events in Our Lord's early Life, given orally; Visit to Jerusalem; Christ among the Doctors; the Hidden Life to Thirtieth Year; Sermon on the Mount; Beatitudes; Cure of the Lepers; their Ingratitude; Paschal Lamb; Treason and Betrayal of Judas; Jesus at Prayer on the Mountain and in the Garden; His Condemnation; Way of the Cross; Resurrection and Ascension; Pentecost; Summary of Life of Our Lord.

**Catechism**—Baltimore No. 1, Lesson XVIII to XXXIII; Review Book.

**Objective Teaching**—Encourage Children to make Collection of Pictures to Illustrate work above; Blackboard; Drawing; Bracket Diagram; Symbols; Images; Map of the Holy Land.

**Oral Instruction**—Training of Mind and Conscience; Show at length, and by copious illustrations, the difference between Mortal and Venial Sin; Dissect and explain the difficult definition of Venial Sin; Explain how Sins mate-

rially mortal may be only Venial; Explain the Mass; Manner of Hearing; Punctuality and Reverence; when to Kneel, Stand and Sit; Principal Feast Days and Seasons as they come.

**Practice**—Training of Will; Review Work of Preceding Grades; Removal of Hat and bowing of Head passing Church or Sacred Things, on meeting Priests and religious; Teach the Children respect for Parents, Teachers, their Elders and the Poor; Require, at stated times, actual performance of this Reverence, Prompt Obedience, Respect and Almsgiving.

**Biography**—Biographies of Saints or Events in their Lives to awaken the admiration and imitation of the Child; St. Agnes; St. Cecilia; St. Lucy; St. Michael and Lucifer; St. Raphael and Tobias; St. Rose of Lima; Draw practical applications from the Bible History of the Grade.

**Selections**—Quotations from the Bible; from the Imitation and Sentences from Catholic Books.

**Hymns**—"Sacred Heart in Accents Burning;" "'Tis the Month of Our Mother;" "Hymn to St. Joseph;" "Our Lord Is Risen."

#### GRADE 4 A.

**Prayer**—Review Prayers of all Preceding Grades; Add, the Angelus; "Hail, Holy Queen;" "O Angel of God;" Aspirations; Indulgences attached and intention required for gaining.

#### THE BIBLE.

**Old Testament**—Review of Bible History of Preceding Grades; Add, Josue; Taking of Jericho; Conquest and Division of Promised Land; the Judges; Gideon; Sampson; Heli; Samuel; the Kings, Saul, David, Solomon; Division of the Kingdom.

**New Testament**—Review Story of Zachary, Elizabeth and John; also the events attending Our Lord's Birth and Childhood; His Public Life; the principal events, miracles of each of the three years; Selection of the Twelve; their names, character, occupation; the Solemn March of the Passion in Holy Week; Easter; the Sacrament of Penance; Election of St. Matthias; Pentecost; Conversion of Saul; Summary of Life of Our Lord.

**Catechism**—Baltimore No. 2, Chapters I to XII.

**Objective Teaching**—Pictures; Collection of Pictures; Drawing; Blackboard work; Bracket Diagram of the Catechism, especially of difficult parts and definitions; Models of the Crib, Cross, Sepulchre, Altar, Vessels and pictures of the Vestments; make Life of Our Lord real and objective by use of Map of Palestine.

**Oral Instruction**—Training of Conscience; On the three Sacraments; Penance; Confirmation; Holy Eucharist; the outward sign; the inward grace; the preparation necessary for each; how often to be received. Prayer; various kinds; mental and vocal; qualities of a good prayer; short and long; in Church, at home, on street, at all times, kneeling, standing and sitting.

**Practice**—Training of Will; Map out rule of life for child of this grade; Stations of Cross to be taught in Church or from pictures; Manner of saying the Rosary; use of pictures of the Mysteries; Explain indulgenced Prayers; the Virtues of Childhood; Obedience; Reverence; Honesty; Modesty; Truthfulness; Imitation only of what is good in others; require from time to time the practice of these virtues; Train in external form of Penance, Holy Eucharist and Confirmation.

**Biography**—Brief biographies of the Saints to illustrate some particular virtue; St. Monica and her Son; St. Louis and his Mother; St. Felicitas and her Sons; St. Vincent de Paul; St. John Baptist de la Salle; St. John Nepomucene, Martyr of the Confessional; Short Stories of Heroes in civil life to teach natural Love of Truth, Honesty and Reverence.

**Selections**—Quotations from Books of Wisdom, Ecclesiasticus and Ecclesiastes; sayings of Our Lord; selections from the Imitation and Catholic books; Reading of the first half of a simple Life of Christ.

**Hymns**—"Jesus, Savior of My Soul;" "Mary, Dearest Mother;" "Jesus, the Very Thought of Thee;" "Holy Patron, Thee Saluting."

#### GRADE 4 B.

**Prayer**—"Come, O Holy Ghost;" "We Fly to Thy Patronage;" "Queen of Heaven, Rejoice;" Aspirations and Indulgences attached.

#### THE BIBLE.

**Old Testament**—Review from the beginning to the division of the Kingdom; Add, the Prophets; Elias; Eleazer;



Jonas; Assyrian captivity; Tobias and his son; Isaiah; the heroic Judith; Babylonian captivity; Daniel; Esther; the Seven Machabees; Judas Machabeus; his offering for the faithful departed.

**New Testament**—Review Life of Jesus to the beginning of His Public Life; Fast and Temptation of Our Lord; the Marriage at Cana; Call of the Twelve; their names; the Beatitudes; the daughter of Jairus; Multiplication of the Loaves; Promise of the Blessed Eucharist; the Transfiguration; Parables of the Good Samaritan; the unforgiving debtor; the lost sheep; Jesus, the Friend of Children; History of Holy Week; Easter; Appearances of Our Lord; Ascension; Pentecost.

**Catechism**—Baltimore No. 2, Chapters XIII to XXVI. **Objective Teaching**—Pictures illustrating Bible History and Catechism; Collection of same; Maps; Drawing and blackboard work; Bracket diagram, especially of Catechism; Pictures and models of Altar; its vessels and utensils.

**Oral Instruction**—Training of Conscience; On the Sacrament of Penance; Confirmation and Holy Eucharist; Importance of Contrition; Temptations and how to resist them; Purgatory and Prayers for the dead; Explain indulgences and how to gain them; Seasons of the year; Advent; Christmas; Epiphany; Lent; Easter; Pentecost.

**Practice**—Training of Will; Devotions, special to each month; Forming good intention each morning; Use of prayer-book, beads and Crucifix; Reverence towards God, the Church, holy persons, places and things; Respect for parents and elders, especially the aged and crippled; the natural and supernatural virtues; Exercise and strengthen the will by urging their practice.

**Biography**—Incidents and stories of Saints and heroes that will appeal to children; First Communion of Blessed Imelda; of Napoleon; Prayer of St. Monica for Augustine; Love of St. Louis for his mother; St. Felicitas and her children; St. Augustine and the child; St. Anthony; Love of great men for their mothers.

**Selections**—Quotations from the Bible and the Imitation; Reading of second half of a short Life of Christ.

**Hymns**—"Act of Contrition;" "Jesus Open Wide Thy Heart;" "Dear Guardian of Mary."

#### GRADE 5 A.

**Prayer**—The De Profundis; the Rosary, its history and mysteries; Prayer to patron Saint; Aspirations, with special attention to the indulgences attached to these and all other prayers.

#### THE BIBLE.

**Old Testament**—Introduce a text-book; From the Creation to the Birth of Moses; to be read, appreciated, commented upon and applied, not to be memorized but reproduced orally and in writing.

**New Testament**—Introduce a text-book; From Zachary and Elizabeth to the beginning of Public Life of Our Lord; During this grade read to the children with great devotion, one-half of a simple Life of Our Lord, such as Mother Loyola's or Katherine Tynan's; Lead the children to study the geography of the Bible; Each grade should have a large map of Palestine; Locate places of events in Old and New Testament; Let them draw outline maps of this holy region; Strive to make Life of Our Lord real and objective.

**Catechism**—Baltimore No. 2, Review Chapters I to XXVI; Add, Chapters XXVII to XXXVII.

**Objective Teaching**—Pictures illustrating Bible and Catechism lessons; Encourage collection of same; Use of large map of Palestine; Drawing; Blackboard work; Bracket diagram for Bible History and Catechism; Actual visit to parish church to study its beauty and meaning, its shape, altars, pictures, statues, font and ambry.

**Oral Instruction**—Training of Conscience; A child's rule of life; few things commanded, few forbidden. The Commandments of God; when given and how; the circumstances; are founded on the natural law; even the civil law punishes their breaking; hatefulness of sin in itself, before man, is much more in the sight of God; Mortal and Venial Sin; their vast difference in themselves, in their consequences; dwell on Fourth Commandment; show pictures of the Boy Jesus pointing to that precept; the Sacrament of Penance and the Holy Eucharist; preparation for both and thanksgiving afterward; explain and illustrate by examples, contrition and the difference between perfect and imperfect contrition.

**Practice**—Training of Will; Cultivate and strengthen the Will. Urge the children to do good things and do them willingly and out of Love. Acts of Kindness towards classmates and playmates. Teach them to say their ordinary Prayers, at times, slowly, meditating on certain words or parts. Teach meaning of Spiritual Communion and appoint a day for the children to make it by themselves.

**Biography**—Biographies or incidents in the lives of Saints, great men and true women; St. Aloysius; St. Agnes; the Three St. Catherines; Sienna; Genoa; Alexandria; St. Brigid; St. Patrick; St. Columbkille; St. Boniface; Charles Carroll; Frederick Ozanam; John Barry.

**Selections**—From the Scriptures; Books of Wisdom and Ecclesiasticus; Reading of at least five selected psalms. Reading of devotional books about the Blessed Sacrament, such as Fr. Russell's works and Mother Loyola's books.

**Hymns**—"Our Lady of Good Counsel;" "Sweet Sacrament;" "O Lord, I Am Not Worthy."

#### GRADE 5 B.

**Prayer**—"Behold, O Kind and Most Sweet Jesus;" the Rosary; Act of Consecration to Sacred Heart; the devotion itself; its three degrees; Aspirations, with attention to the indulgences granted.

#### THE BIBLE.

**Old Testament**—Text-book to be used; From the Birth of Moses to the election of Saul; To be read, appreciated, commented upon; lessons to be drawn and applied; Striking vents to be reproduced by the children orally and in writing.

**New Testament**—Use of text-book; First year of Public Life: From the appearance of Jesus at the Jordan to the Call of Matthew and Feast in his house. Read to the children the second half of a simple Life of Our Lord, Study the New Testament in the way prescribed for the Old, drawing moral lessons to inform the conscience and strengthen character.

**Catechism**—Baltimore No. 2, review Lessons I to XXXVII.

**Objective Teaching**—Pictures; Collection of same; Appreciation of Christian art; Large map of Palestine; Drawing; Blackboard work; Bracket diagram. Actual study of the Church; its ornaments, furniture and symbolism.

**Oral Instruction**—Training the Conscience. The Commandments; Sacraments of Penance and Holy Eucharist. Devotion to Blessed Sacrament. Visits. Benediction. Attendance at Mass. The Six Holy Days of Obligation. Principal parts of Mass: Preparation, Offertory, Consecration, Communion, Thanksgiving. Use of Prayer book and Rosary. The principal feasts as they occur. Seasons of the Ecclesiastical year.

**Practice**—Training of Will. Accustom the children to do things and thus exercise the will and form habits of prayer, of devotion, of honesty, obedience, truthfulness, respect for parents, brothers and sisters and companions. Abstinence from use of liquor and tobacco. Map out practical rule of life for child of this grade.

**Biography**—Biographies or incidents in lives of Saints to win the imitation of the child. St. Bernardine of Sienna, Maurice and the Theban Legion, Finding and Exaltation of the Holy Cross, St. Bede, St. Thomas of Canterbury, St. Benedict, St. Scholastica, St. Sebastian, St. Pancratius, St. Agatha, St. Rose of Lima, St. Lucy, Great men and women.

**Selections**—Quotations from the Bible as in other grades. Reading from the Psalms. Selections from fourth book of the Imitation on Holy Communion.

**Hymns**—"O Salutaris;" "Tantum Ergo;" "Jesus, Savior of My Soul;" "Mary, Star of the Sea."

(To be continued in our next number).

#### THE FLOWER OF SOCIAL PURITY.

To expect the flower of social purity without the stem and root that vivify it, is the blinding superstition of this age. The stem and root are doctrines which underlie and give motive to self-sacrifice. Pluck the flower from them, it retains its perfume and looks as beautiful, but soon it will droop and wither, and fall, leaf by leaf, on the cold earth. As well expect to have science without first principles as morality without doctrines to sustain it.

—Archbishop Ryan, Philadelphia.



## Number and Arithmetic.

### PRACTICAL METHODS IN ARITHMETIC.

By a Reverend Diocesan Superintendent.

The chief purposes of arithmetic in the elementary school are to increase the pupils' power of thought and reasoning, and to equip them with a practical knowledge of the use of numbers. The personal guidance of the teacher is nowhere more necessary than in this branch of study, whether in the proper grading of the work, the choice and number of problems, the explanations and illustrations of principles and rules, or the order and neatness of the pupils' work. Proper methods of teaching and the ingenuity of the teacher are required at every step to prevent arithmetic from degenerating into the dryest and most lifeless feature of school life. The directions here given are somewhat definite for the primary work which, as the basis of all subsequent progress, demands that the best methods be employed. The general directions apply to all grades.

1. The first lesson in arithmetic should consist of oral exercises in numbering, combining, separating and taking away groups of objects. For this purpose the class should be supplied with splints, blocks, or some similar objects which may be used in these object lessons in numbers. The most suitable device, however, is the numeral frame, or abacus. By means of these the pupils are to acquire clear ideas of the primary or digital numbers, and their combinations and separations. Only when the pupils are thoroughly familiar with concrete numbers, should abstract work be introduced by means of exercises in adding and separating. The figures will then be taught, and blackboard and slate exercises be begun, which will correspond with the previous oral work. Attention should be given to the written work of the children to see that the figures are distinctly and neatly made, and that fixed habits of care, neatness and system are formed from the beginning.

#### The Normal Method.

2. The normal method of teaching arithmetic seems now to meet with most favor in this elementary work. According to this method addition and subtraction are taught together, and afterwards multiplication and division are treated simultaneously. These fundamental processes form two sets of inverse operations which may more speedily and more logically be taken separately. Subtraction will thus be presented as the converse of addition, so that the elementary differences may be learned by inference from the elementary sums. Pupils will be led to increase and diminish by ones, twos, threes, etc., first up to and from 10, and then to and from 20. These sums and differences may subsequently be written by the pupils in series of tables, upon which frequent drills should be given.

3. These drills may include: (1) The adding of two numbers without counting, and then subtracting each from their sum. (2) The separating of any number into any two digital numbers that compose it, and subtracting either number from the original one. (3) Adding two or more equal numbers to amount to 20 or less, and separating each amount into the equal numbers that compose it. (4) The introduction of simple practical problems involving these numbers, together with written exercises on blackboard or paper.

4. Cards containing combinations and separations of this kind, but without the sums or differences, will be found a helpful means of conducting these drills and of testing the pupils' ability to add and subtract without counting. Skill in this operation is the primary object of the first year's work. The teacher should discourage pupils from the practice of counting on their fingers, and to that end should drill them repeatedly on the foregoing exercises so that the work will be at every step a mental process.

5. In connection with the teaching of addition and subtraction, and of separating numbers into equal, component parts, the idea of one-half may be taught objectively by means of lines, squares, circles, etc., before applying the idea of fraction to the numbers up to 20.

6. In the written exercises no problem in addition or subtraction should involve numbers of more than two figures, without "carrying" or "borrowing." In the second year, pupils may be given problems involving easy "carrying" and "borrowing," but the teacher should grade the examples so that no column will foot up more than 19 at first, then 29, etc. In subtraction with "borrowing" the pupils should have a great variety of examples before the cipher is introduced into the minuend. In all these cases skill in the mechanical processes is to be secured before pupils will be required to explain the operations.

7. When the pupils have acquired a facility in adding and subtracting these small numbers, multiplication and division will be taught together. Multiplication should be presented as a concise form of addition, and division, as the reverse process of multiplication. The first term's work may be limited to multipliers and divisors as far as 5, and the objective study of the fractions one-half, one-third and one-fourth applied to the numbers as far as 30 that are multiples of the denomination. The multiplication tables should be constructed by the pupils themselves. They will then be able to see the meaning and use of the tables, and then they should be required to commit the tables to memory. In divisions the quotients should be discovered by the pupils by applying their knowledge of the products found in the multiplication tables.

8. The oral exercises in denominate numbers should familiarize the pupil with those terms in common use, of which he has attained some knowledge outside school. They should be introduced gradually and should be taught by means of actual weights, measures, etc. An intelligent use of them may be made in the oral and written exercises, so that the pupils will become thoroughly familiar with them.

In all this primary work accuracy is to be subordinated to rapidity. Both may be secured by adopting the right method of instruction, by thoroughness in teaching and by a strict adherence to the work prescribed for each respective grade.

#### General Directions.

Mental Arithmetic—The exercises in mental arithmetic are intended to prepare the pupils for the written work which will follow, and the problems, therefore, should have a direct bearing upon it. Teachers should attend to the following general directions:

1. Use very small numbers at first, and grade the practical problems according to their difficulty.

2. As a rule, read the problem to the class, allow the pupils time to solve it and to write the answer on their slates. When the class have signified that they have finished the solution, call upon some pupil to stand. He may repeat the problem, and give the analysis. Occasionally other approved methods may be followed for the sake of variety and interest.

3. The problems should always be of a most practical nature, that the exercises may be interesting and spirited throughout.

4. These four ends should be secured in every exercise—accuracy of memory, clearness of imagination and thought, simple and direct analysis, and preciseness of expression without adherence to set formulae.

Written Arithmetic—The general method of introducing and conducting exercises in written arithmetic is as follows: (1) The lesson should be determined by the teacher according to the capacity of the pupils. The attention of the pupils may be directed to important or difficult points in the lesson. (2) Most of the work in arithmetic, especially in the primary grades, should be done in the class under the supervision of the teacher, who must insist from the beginning that the pupils will each do his own work unaided by any other. Hence, but very little home work in arithmetic, and no "copying" in the class room. (3) The oral solution of easy inductive examples, which involve the principles to be applied in the written exercises. (4) The application of the oral process to larger numbers in the problems to be worked out on paper. (5) Deduction and memorizing of the principle, rule or definition from the written process. (6) The criticism and discussion of these, the correction of errors, etc., by pupils and teacher after the work has been illustrated on the blackboard.

2. Exercises and drills in the fundamental operations should be given for a short time daily, or as frequently as may be necessary to secure accuracy and rapidity in these essentials.

3. Involved and intricate problems, "mathematical conundrums," should be avoided altogether. Numerous, short examples, exemplifying the various applications of a principle or rule, are the best means of exercising the pupils on processes and principles. Principles and methods are best fixed in mind by concrete problems involving the same and applying them to actual life. Few principles and definitions; plenty of practical problems.

4. In practical examples the pupils should be led to discover for themselves the principle and method to be employed. Vary the problems, so that the same processes, commercial arithmetic, see that the pupils understand the business transactions involved and the terms used, before are not demanded in many successive exercises. In commencing them to solve the problems.

5. Throughout alternate drills with practical problems, and for this purpose keep a record of the work previously done by the class. Once a week a part of the recitation period should be devoted to review, to secure accuracy and rapidity.

6. In the higher grades much of the time allotted to arithmetic should be devoted to individual work in which the pupils will solve the problems found in the text book, each working as many problems as possible. General directions, explanations, and work designed to secure rapidity should be class exercises.

7. The more difficult problems in higher arithmetic may be solved by the algebraic equation. A practical knowledge of the algebraic equation is the sum and substance of the study of algebra in the elementary school. As far as possible, the numerical form of the known quantities should be retained, using letters very rarely to denote these, except to illustrate a rule or the form of a solution.

#### LEADING PUPILS TO COMPREHEND PROBLEMS.

Whenever the conditions of a problem are not clearly understood, lead the pupil to grasp them by the use of questions and illustrations, and not by any set form of reasoning. Let the question be such as to make the pupils think. In such problems as: At the rate of 20 pounds for a dollar, what will eight pounds of sugar cost? 25 pounds? 100 pounds? some preliminary questions like the following may be helpful: "10 pounds cost what part as much as 20 pounds? 4 pounds cost what part as much as 20 pounds? Do you see any way of getting the cost of 8 pounds?" If the pupil is still uncertain, ask him what 4 pounds cost, and then what 8 pounds cost. In finding the cost of 25 pounds, the pupil may be led to find the cost of 1 pound first, and then of 25 pounds. There is some advantage in having pupils form a habit of working through the unit in finding the cost of a given number. But in such problems as: A man bought a dozen peaches at the rate of 2 for 3 cents, what did they cost? it is better to work by multiples. To perform this problem the pupils should be led to see that 12 peaches will cost 6 times as much as 2 peaches.

In some problems it may be well, if the pupils find difficulty, to lead up to the required result by carefully graded steps; for example, in, If eggs are worth 20 cents a dozen, and butter 30 cents a pound, how many eggs are worth 4 pounds of butter? to ask how many eggs would pay for 40 cents' worth of butter, 80 cents' worth, etc. In such as this: If it takes me  $\frac{1}{4}$  of an hour to make one button-hole, how many can I make in 3 hours? The questions might be: "How many can I make in 1 hour? in 6 hours?" And in: What is the cost of 1 gallon, 2 quarts of molasses, at 60 cents a gallon? "How many times can the measure be filled from a quart can? from a gallon can? from a two-gallon can?" In such problems as these: How many miles does a swallow fly in 5 hours, if it flies 440 rods per minute? If 5 bushels of wheat is equal to a barrel of flour, how many barrels of flour are made in Minnesota out of 1,000,000 bushels of wheat? it will be found useful to give the same conditions with small numbers. Formal oral "explanations" of problems should not be required at this time. Statements of processes, however, may be made, but care should be taken that the words exactly represent the thought of the speaker with little reference to the form of language.

#### SOME GOOD TESTS—TRY THEM.

Dr. J. M. Rice, who stirred up the school people a few years ago by his reports of observations made in the leading cities, recently made another tour of inspection, this time with a very definite and specific purpose in view, viz., to test the grades from fourth to eighth on a series of questions in arithmetic. The results are tabulated by cities and show a wide divergence in the ability of the pupils.

The problems were carefully constructed, so as to test the pupils' powers of thinking, and are of a kind to discourage routine methods. The pupil who has been trained to think will not find them difficult. The lists are as follows:

##### Fourth Year.

1. If there were 4,839 class rooms in New York city, and 47 children in each class room, how many children would there be in the New York schools?

2. A man bought a lot of land for \$1,743, and built upon it a house costing \$5,482. He sold them both for \$10,000. How much money did he make?

3. I have \$9,786. How much more must I have in order to be able to pay for a farm worth \$17,225?

4. A man bought a farm for \$16,575, paying \$85 an acre. How many acres were there in the farm?

5. A lady bought 4 pounds of coffee at 27 cents a pound, 16 pounds of flour at 4 cents a pound, 15 pounds of sugar at 6 cents a pound, and a basket of peaches for 95 cents. She handed the storekeeper a \$10 note. How much change did she receive?

6. What will 24 quarts of cream cost at \$1.20 a gallon?

7. If a boy pays \$2.83 for a hundred papers, and sells them at 4 cents apiece, how much money does he make?

8. If I buy 8 dozen pencils at 37 cents a dozen, and sell them at 5 cents a piece, how much money do I make?

##### Fifth Year.

1. How many feet long is a telegraph wire extending from New York to New Haven, a distance of 74 miles? There are 5,280 feet in a mile.

2. A merchant bought 15 pieces of cloth, each containing 62 yards. He sold 234 yards. How many dress patterns of 12 yards each did he have left?

3. A flour merchant bought 1,437 barrels of flour at \$7 a barrel. He sold 900 of these barrels at \$9 a barrel, and the remainder at \$6 a barrel. How much did he make?

4. Frank had \$3.08. He spent  $\frac{1}{4}$  of it for a cap,  $\frac{1}{7}$  of it for a ball, and with the remainder bought a book. How much did the book cost?

Also 2, 6 and 8 of Fourth Year list.

##### Sixth Year.

1. If a train runs 312-3 miles an hour, how long will it take the train to run from Buffalo to Omaha, a distance of 1,045 miles?

2. The salt water which was obtained from the bottom of a mine of rock salt contained 0.08 of its weight of pure salt. What weight of salt water was it necessary to evaporate in order to obtain 3,896 pounds of salt?

3. If a map 10 inches wide and 16 inches long is made on a scale of 50 miles to the inch, what is the area in square miles that the map represents?

4. A gentleman gave away  $\frac{1}{7}$  of the books in his library, lent  $\frac{1}{6}$  of the remainder, and sold  $\frac{1}{5}$  of what was left. He then had 420 books remaining. How many had he at first?

Also 6, 7 and 8 of Fourth Year, and 7 of Fifth Year list.

##### Seventh Year.

1. A farmer's wife bought 2.75 yards of table linen at \$0.87 a yard and 16 yards of flannel at \$0.55 a yard. She paid in butter at \$0.27 a pound. How many pounds of butter was she obliged to give?

2. If coffee sold at 33 cents a pound gives a profit of 10 per cent., what per cent. of profit would there be if it were sold at 36 cents a pound?

3. Sold steel at \$27.60 a ton, with a profit of 15 per cent., and a total profit of \$184.50. What quantity was sold?

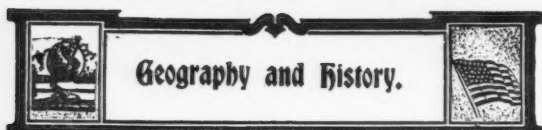
4. A fruit dealer bought 300 apples at the rate of 5 for a cent, and 300 at 4 for a cent. He sold them all at the rate of 8 for 5 cents. What per cent did he gain on his investment?

5. If a woman can weave 1 inch of rag carpet a yard wide in 4 minutes, how many hours will she be obliged to work to weave the carpet for a room 24 feet long and 24 feet wide? No deduction is to be made for waste.

Also 6, 7 and 8 of Sixth Year list.

**Make it a point to send in your subscription renewal this month.**





## BEGINNING THE STUDY OF GEOGRAPHY.

By Sister Mary, Adelaide, Cincinnati, Ohio.

In the teaching of geography, as in instruction of every kind, the fundamental condition for success is that the teacher has so thoroughly mastered the subject herself and takes so much real interest in it, that she can speak to her pupils about it, not in class book phrases, but out of the fulness of her own knowledge, and draw illustrations from the daily experience of the children.

The foundation for the study of geography should be laid at an early age and in subjects that are not generally regarded as part of geography. The attention of the children should be directed to what lies around them. The commonest facts of every day experience supply endless material for profitable instruction. The early lesson should be pleasant conversation about familiar things. Pupils should be asked questions which they can readily answer, and the answering of which causes them to reflect. Objects in the school room, on the playground, and on the road to school should be the subjects for such questioning, with the aim of drawing out the knowledge acquired by the pupils, from their own observation. A fact discovered by the child for himself, through his own observation, is more to him than the same fact learned from hearing or acquired from a book.

The idea of discovery should be encouraged among children. To them the whole of nature is an unknown world, into which they must advance. In helping them to see for themselves, we do them a lasting service. Children are to be treated, not as sacks, into which as much information as possible is to be stuffed, but as beings gifted with a delicate machinery, which they are to be taught how to use, for their instruction and guidance.

To begin teaching geography with formal lessons on the shape of the world, parallels, meridians, equator, poles, etc., is to overburden the children; these details have neither meaning nor interest to them. The study of geography should begin at home, and from a basis of actual experience should advance to the study of other countries, and of the earth as a whole.

### Relative Size of Things.

One of the most useful lessons, in the elementary part of geography, is to accustom the pupil to appreciate difference of size and proportion by actual measurement. The best unit to start with is the pace. The teacher should begin by pacing the length and breadth of the class room. Members of the class should repeat the measurement, noting the length of pacing. Show by difference of size in pacing that a uniform standard of measurement is necessary. Now introduce the yard, foot and inch measure. Lines should be drawn of these measures, where the eye by constantly looking at them, becomes familiar with them. Continue these exercises until the class has become accustomed to the length of an inch, foot and yard, and to relative distances, between points in the school room and playground.

### Position of Things.

The convenient standard in this subject is right and left. Exercises with right and left arm, and marching to right and left should be repeated, until the distinction is comprehended. The next step is to show that right and left are not uniform directions, but depend upon the direction to which we look. Vary experiments and show the necessity of a standard which will hold, no matter how much we change our position. Then introduce the points of the compass.

The sun's rays across the sky should be pointed out by actual observation. Shadows of walls, trees and other objects should be traced on the ground. Attention should be called to the different positions of shadows in the morning and at different hours.

When the cardinal points have become familiar to the pupils, it should form a part of the work in every walk to fix the points and determine the position of objects, houses, spires, chimneys, trees, etc.

### Plans or Maps.

Comprehension of a map is the great goal of the elementary stage of geographical teaching. The teacher should make the first plan on the blackboard. She must aim to get the youthful imagination to realize how white lines on a blackboard, or black ones on paper, can represent the forms and proportions of our surroundings. The form of the class room should be drawn on the board, with the positions of doors and windows. Then the places occupied by the teacher's and pupils' desks, and other furniture should be inserted. When the plan on the board has been explained and is understood by the class, it may be varied by changing the position of some of the furniture. These exercises are important and should be varied, and from school room may proceed to schoolhouse, playground and the pupils' homes.

When facility in this has been gained, introduce the scale. The idea is easily grasped if the subject be presented by practical demonstration. Draw an object—a table, or chair—on one scale, then on the same board make a copy reduced by half. The pupils should be taught to measure the two drawings, copy them and measure their own drawings.

### Relative Height of Things.

In acquiring their earliest correct ideas on relative height of things, pupils should begin with what is around them. The respective heights of teacher, tallest and smallest child, should be marked on the wall and measured in feet and inches. Then attention should be called to heights of church, schoolhouse and buildings or hills of the neighborhood.

### Elementary Idea of Time.

Special attention should be given to the alternation of day and night. Nothing should be said about the earth's movement around the sun, but the language of ordinary life should be used. Observations in determining the cardinal points have brought home to the pupils that the sun rises in the morning, mounts across the sky, reaches its highest point at noon, then descending toward the west, sets in the evening. The clock dial should be used and constant reference be made to their occupations at the hours marked. The number of hours devoted to prayer, study and sleep should be incidentally asked. From the day pass to week, month, year and four seasons.

The typical features of each season should be brought to the notice of the pupils in passing; winter with its short days, snow, frost and storms; spring with the coming of the bud and blossom, and the voice of birds; summer with its wealth of foliage and flowers, and hum of insect life; autumn with its golden leafage and mellow fruit.

### Excursions.

The object of excursions is to train pupils in habits of observation and reflection; to teach them the elements of topography; to enlarge their capacity for the comprehension of geography, and to stimulate their love of nature, and of nature's God. Where excursions with pupils are impossible, the teacher should insist on the children taking the walks themselves, then by questioning them point out what they failed to see.

### Soil.

Some of the interesting facts about the formation and uses of soil should be presented to the children, in as simple a manner as possible. To be able to distinguish a piece of granite from limestone, it is not necessary to know geology, any more than to recognize an elm, an oak or a pine requires the knowledge of botany. These are elementary pieces of knowledge which every one of ordinary education ought to possess. "Madame How" and "Lady Why," by Kingsley, and "How Soil Is Made and Carried," by Frye, are valuable helps.

### Atmospheric Changes.

Variation of weather, changes of temperature, gathering of clouds, winds and storms, and many other phenomena should be intelligently appreciated, and the comprehension of them should begin during the early days of school life. The air is always around us, and many of its changes can be watched from hour to hour. Experiments with thermometer should be made until the children have become familiar with the method of expressing known temperatures in degrees on the thermometer scale. The barometer should be studied in the same way.

Evaporation and condensation afford an excellent subject for practical teaching. Every child, for instance, has

noticed, or can be made to notice, that after a heavy summer shower the ground dries quickly, and the pools disappear. Still more familiar is the fact that wet clothes dry when hung in the air. From such illustrations the fact is impressed upon the mind that water passes into vapor in the atmosphere.

But evaporation is only one-half of the complex circulation of water through the air. Condensation, which forms the other half, can be effectively brought home to the eyes and minds of young pupils. They have noticed the moisture that runs down the inside of the window panes of a warm room, when the air is chilly outside. They know that their breath forms a cloud as they walk along on a cold day. They may have observed the dew that gathers on the outside of a glass of water brought into a warm room. From such familiar illustrations they may be led to right conceptions regarding the formation of dew, clouds and rain. Two little poems, "An Endless Story" and "Message of the Snow," found in Payne's Nature Studies, may be taught in connection with this subject.

#### Rain, Rivers and Sea.

From rainfall the transition is natural and easy to the flow of water on the land. The rain that runs off in runnels and brooks can be readily followed. Where a stream exists in the neighborhood, it should be made the text of the lessons on the flow of rivers. Sluggish or rapid current should be noted, also the fact that rivers have hollowed out the beds through which they flow. Miniature illustrations of gorges, waterfalls, rapids, lakes and other features in the course of a river also may be found, and will serve to bring before the pupils some of the more striking aspects of river scenery. Even city streets and gutters after a heavy rain may be used to illustrate the flow of water.

That portion of the rain which sinks into the ground is less easily followed. But if there are springs in the neighborhood they may be made effective means of explaining underground circulation of water.

The many uses of rivers, drainage, waterpower and navigation should be brought home to pupils.

#### Local Plants and Animals.

Begin with familiar plants and animals, and make use of these as the first steps toward a knowledge of other plants and animals of the globe. Make the pupils see for themselves, some at least of the characteristics in which an animal resembles or differs from other organisms, and they should know something of its habits or instincts, place of abode, and its usefulness or hurtfulness to man. Success in this task is of great benefit to pupils. Their habits of observation and reflection are stimulated, and there is interest in the phenomena of life aroused; the sense of reverence and sympathy for all living things is awakened; and there is opened up to them a glimpse of the infinite variety and beauty of the animal and vegetable worlds. Animal habits and instincts are copiously described in a voluminous literature, so that the teacher need be at no loss for sources of information on this head.

#### Population.

Large numbers are apt to convey no definite idea to the young mind, but if we say that the whole number of men, women and children in a parish or town is so many times that of the number of boys and girls attending school the conception is simplified and a standard is afforded for comparing the population of other places.

#### Occupation.

The gathering of people to a center suggests the subject of occupation. Men must have food and clothing, and to gain these labor is needful. Nature supplies us with abundant necessities, but they are not available for use without some kind of labor. Even those which when procured are ready for use, have to be sought out and brought to where they are needed. Fuel is furnished by nature in various forms, such as wood, peat and coal. But the trees require to be cut down; peat must be dug and dried; coal needs to be mined and drawn to the surface; and each must be transported to homes and factories. All this suggests innumerable lessons.

#### Roads.

The necessity for good roads for keeping up communication of one part of the world with another may be inculcated by supposing what the school district would be without roads. Rough ground, and clayey soil of fields will show the importance of a good firm road. It is said

Cromwell's forces once captured eight hundred of the enemy's horses that had stuck in the mud. Incidents of this kind will serve to bring home to the pupils how much of their every day comforts they owe to the existence of good roads.

#### Modes of Locomotion.

Steam and electric railways of the neighborhood afford subjects for lessons on modern methods of locomotion.

#### Postal Communication.

From modes of locomotion we pass naturally to the consideration of the means of communication which the school locality has with the rest of the world. The post-office will supply material for interesting and profitable lessons. The uses of telegraph and telephone should be explained in a simple manner.

#### Government.

The local government of the city, the town council and officials, with their duties and mode of election, the police, the jail and treatment of offenders against the law, local taxes and the uses to which they are put, can be observed and understood by the pupils.

The foregoing subjects need not be presented in a formal or methodical manner, but should be taught in a natural and attractive way. While the school and surroundings form the best practical introduction to geography, the teacher will find it impossible to restrict the attention of the pupils entirely to the home locality. At home and in intercourse with their companions they learn more and more of the world at large, and the teacher should make use of this knowledge for purposes of instruction, as there are various ways from which the examination of the home locality leads naturally into the geography of the earth as a whole.

#### The Earth as a Whole.

The study of the earth as a whole calls for a very brief treatment for children of this age, and they are capable of understanding a few of the simpler notions of mathematical geography. The notion of the earth as a globe should be gotten from a large sized globe. The difficult points of the subject must be left for later years. In fixing the names and location of the different parts of the earth on the globe, such as zones, continents, oceans and the lesser divisions, the best way is by oral class drills. Let the children locate the countries from which the Chinese, negroes, Italians, etc., have come, and the oceans they must cross to reach the United States. Let them point out the places from which coffee, spices, tea, ivory, palms, coconuts, parrots, elephants, etc., have to be brought. Even the stories they have read may be used to locate distant places.

#### Study of Home State.

Introduce the map of your state, weaving history in with geography, and supplementing the work at suitable places with appropriate selected work. In these days of public and private libraries, magazines, newspapers and cheap pictures, the energetic teacher can easily gain information on any subject she may wish to bring before the pupils.

The ready use of sketching and map drawing by the teacher lends great power. Many topics require local maps drawn to a large scale, such as harbors, river basins, or mining districts. If the teacher be able to sketch such maps quickly before the children they will learn to do it readily. Many things in geography can be expressed it better by drawings than by language.

Children should be thrown upon their own resources, and taught to master difficulties by themselves. They should recite their lessons in continuous discourse, and not be slavishly bound to the language of the book. They should be able to answer for the topics which they have gathered from reference books, thus acquiring independence of thought and language. Nothing can take the place in good oral lessons of the teacher's own complete statement of topics. But she must not keep on talking when the pupil's work begins. Written reviews on topics is a good test of the children's mastery of the subject and the teacher's method. The various methods of review, by repetition, by written tests, by oral drills, by comparison, and by constant appeal to the child's own experience and previous knowledge, are the various ways by which his gradually expanding knowledge will be strengthened.

A proper amount of local pride should be cultivated in children. The noble history of the state, the many eminent men, and good women it has produced in every

department, should be an inspiration to the young, to further advance the commonwealth in everything that will add to its religious, moral and material grandeur.

#### TOPICAL OUTLINE FOR THE STUDY OF ANY STATE.

**Position and Boundary—History:** Mound Builders, Indians, White Men.

**Size and Population—Surface:** General Characteristics, Slopes and Valleys, River Systems and Lakes. **Climate:** Temperature and Moisture, Healthfulness.

**Products—Vegetable, Animal, Mineral.**

**Agriculture—Crops Produced, Animals Raised.**

**Industries—Mining: Metals and Minerals. Manufacturing: Articles Produced.**

**Trade and Commerce—Railroads, Telegraph and Telephone, Exports and Imports.**

**Governments and Personnel of State Officials.**

**Political Divisions, Important Facts and Figures as to Cities and Countries.**

**Educational and Religious Progress.**

**State Institutions—Educational, Charitable, Reformatory.**

#### CORRELATION OF HISTORY AND GEOGRAPHY.

By Stella Farabee.

It is easy to see that history is bound up with other studies in a variety of close connections.

Sometimes history throws much light on geography or literature, or the latter studies contribute much to history. When once the important and vital connection between history and other studies is clearly seen there is real difficulty in drawing accurately the line of separation between them. Geography and history are so closely bound together that in teaching either of them the other must be considered. Historians have often emphasized the fact that geography is indispensable to history.

If we did not have the subject of geography the geographical knowledge necessary to the understanding of a good course in history would give us a good acquaintance with political geography. Carlyle says: "History is evidently the grand subject a student will take to. Never read any book without a map beside you; endeavor to seek out every place the author names and get a clear idea of the ground you are on; without this you can never understand him, much less remember him."

The earth is most interesting when considered in relation to its human uses. Geography provides man his sphere in life, and then finds its highest interest, not in its deserts or crags, its glaciers or canons, but in its human elements. Political geography is nothing but a form of applied history. The dependence of history upon the physical character of a country is evident when it is seen to what extent these conditions have determined history. The beginnings of nations have been influenced by the existence of broad, fertile valleys, while very high or very broad mountain chains have (America excepted) decided national boundaries. The necessity for individual protection determined the sites of the hill-fortress towns of ancient Greece and of medieval Italy; protection also has led to the choice of sites partly encircled by water, as Venice and Constantinople. Commercial reasons have placed towns at the junction of two rivers. Trade routes, military operations, terms of treaties have all been conditioned by geographical features.

History contributes a vital interest to geography. It would hardly be extravagant to say that the places of greatest geographical interest in the world are those that have been made memorable by historical events, such as Bunker Hill, Gettysburg, Jerusalem, London, Boston, St. Louis. What interest should we have in the geography of Scotland apart from its historical literature? What a glow of interest is thrown around the geography of the Great Lakes and the Mississippi river by the canoe voyages of La Salle, Marquette and Joliet!

In New York state, the Hudson, Lake Champlain and the central lake region have a hundred lively historical associations.

Men toil and suffer to visit countries and places having little living interest. The holy places attract pilgrims because they have been made holy by devoted and self-denying lives. Moses is greater than Mount Sinai, Jesus than the Lake of Galilee.

So completely is history everywhere environed and

conditioned by geography that all the biographical stories and history studies of the children should be treated with full regard to their geographical setting. Many of the early history stories give a most graphic and realistic description of the topography and climate of the important parts of our own country and of other lands, oceans and hemispheres. So mutually helpful are these studies that they should be laid out on parallel lines.

Presenting these subjects in the same lesson need not produce any confusion. So long as the controlling idea of the lesson is kept clearly in mind it makes no difference how many tributary facts are drawn into the treatment.

#### METHOD IN TEACHING U. S. HISTORY.

Sara M. Riggs.

In presenting the events of war, the Revolutionary war or others, attention should be given to the causes and effects of campaigns, rather than the details. Note the part played by the people of various sections, the work of men prominent as generals or as statesmen, seek to find the effects of war upon the social, industrial and political life of the nation. During the Revolutionary war great changes were taking place in all these phases of national activity. This war was to make of us a nation where all that our colonial life had produced for us was to be tested, and where, too, a people, now independent, were to reach a marvelous development.

In teaching the period beginning with 1789, it seems to me better not to present it as cut up in sections by the inauguration of presidents, but rather as divided by the national issues into periods, as follows:

1. The period of federal supremacy, 1789-1801.
2. The period of Republican supremacy, 1801-1825.
3. The period of struggle between nationalism and sectionalism, 1825-1860.
4. The civil war, 1860-1865.
5. The period of reconstruction and national development.

Be careful to show the relation between these periods; do not think of them as slices to be taken each by itself, but study the progress of the people of the United States through each in their social, intellectual, economic and political development. Though you must present history in cross-sections, keep the thread of each topic unbroken. Require pupils to place in note books such topics as the following, under which, as they proceed with the study, all related points may be noted:

Finances, Tariff, Acquisition of Territory, Slavery, Statesmen, noting their political principles and influence; political parties, stating their attitude on different questions at issue.

At the beginning of the study of the national period, two maps of the United States should be secured—one upon which should be shown the growth of territory and the results of all boundary settlements, another to trace the status of slavery as affected by the addition of new states or by congressional action referring to territory.

The following outline is given to illustrate how certain topics might be presented:

#### Independence, 1776.

1. How early may the sentiment of independence be seen?
2. Trace the steps that brought the colonists to declare independence.
3. Read the Declaration carefully and learn the first and the last fifteen or twenty lines.
  - (a) Whom did colonists blame, and why?
  - (b) How many of the charges can you give proof for?
4. What difference did the Declaration make?
5. Did they think of one nation or thirteen?

#### CATHOLIC POINTS IN AMERICAN HISTORY.

The Catholic history of this country begins with the earliest explorers by sea and land. The Catholics discovered and colonized Greenland, and had cathedral, church and convent there. Leif Ericson and his Catholic Northmen discovered and visited Vinland, and were followed by Catholic bishops and priests.

Christopher Columbus, the Catholic, discovered the western continent; and if we undertake to examine who discovered and who explored the coast line of what is now



known as the United States, from the St. Croix, or Holy Cross river, to the Rio Grande, we are met by the significant fact that every league of it was made known to the world by Catholic navigators and Catholic pilots; that the first names given to bay and river, to cape and headland, to island and mainland, bore reference in most cases to the calendar of the Catholic Church.

These explorers were Cabot, Verazzani, Gomez, Ponce de Leon and Pineda.

All bore with them their Catholic faith and the services of the Catholic Church. The first to explore the Mississippi, from its northern waters to the Gulf of Mexico, were Hennepin, Du Luth, Joliet, Marquette, La Salle, De Soto, Luna and other Spanish explorers, all Catholics. Cartier, also a Catholic, discovered and named the St. Lawrence. Champlain, a Catholic, made known and mapped the upper lake which bears his name. The Jesuit Relations first gave the maps of Lake Ontario and Lake Superior. The Sulpician Dollier De Capon drew the first map of Lake Erie. Fathers Jogues and Raymbaut planted the cross at Sault Ste. Marie. A Jesuit discovered the salt springs at Onondaga, N. Y.; a Franciscan, the oil springs near Lake Erie; Catholic missionaries discovered Niagara. The Catholic De La Verendrye first reached the Rocky Mountains; Menendez, a Catholic, and Onate, a Catholic, founded our two oldest cities, St. Augustine and Santa Fe, which in their very names tell of their Catholic origin.

#### Washington's Attitude Towards Catholics.

While the anniversaries and commemorations of important events in the history of our country will always awaken in the loyal hearts of Catholics sentiments of joy and thanksgiving, Washington's name and memory have peculiar claims on our grateful remembrance. At the breaking out of the revolution, hardly one of the colonies tolerated Catholics; Catholics were looked upon with suspicion, indeed with positive hatred, which crystalized in Boston into "Pope Day." On this day, November 5, every year, the effigies of the Pope and the devil were taken in procession through the streets of Boston, and, having received taunts and insults, were finally burnt. Soon after General Washington took command of the American army, he was informed that "Pope Day" was to be celebrated in camp. He thereupon issued an order forbidding the demonstration, reprimanding those who would participate in it, as devoid of common sense and insulting to their fellow patriots, adding that "instead of offering the most remote insult, it is our duty to address public thanks to these our brethren, as to them we are indebted for every late happy success over the common enemy in Canada."—Washington's Works III., p 144.

#### Catholics in the Revolution.

At the battle of Bunker Hill, that first real test of heroic patriotism, there were engaged on the American side 1,500 troops, and of these 20 per cent. at least were Irish Catholics. America's first commodore was a Catholic, who, to the demand of a British man-of-war as, to who or what he was, sang out: "I'm Jack Barry, half Irish and half Yankee. Who are you?"

But American patriotism, American valor, American prowess, enlisted as they were in a righteous cause, could not of themselves have brought our republic into being. Those were times to try men's souls. Freedom staggered and groped wildly in the dark. Her naked feet left their bloody imprint in snows of Valley Forge, Patrick Henry, with the trumpet voice of a prophet, had declared to the Virginia delegates: "We shall not fight our battle alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. What is a friend, my countrymen? Some one has said that a friend is the first one who comes in when all the world goes out. That friend of America, of liberty, of God—write it on your hearts, my countrymen!—that friend was France—Catholic France!"

#### Catholic Names in History.

Below is a list of "Names Dear to American Catholic Hearts" from a report of Father McDevitt, superintendent of schools in the archdiocese of Philadelphia. Teachers should develop each of these names, so that they may know just how and where to present them in connection with history and literature.

Statesmen—Charles Carroll, Thomas Fitz-Simmons, Daniel Carroll, John Lee, Taney, Dongan, Gaston, etc.  
Saints and Martyrs—St. Rose of Lima, St. Brendan,

St. Turbius, Archbishop of Lima, Venerable Bishop Neumann, Venerable Mary of the Incarnation, Venerable Margaret Bourgeois, Louis Cancer, Padilla, Jogues, Breboeuf, Lallemant, Serra, Mrs. Seton, Mme. Duchesne, etc., Daniel Garacantie, the great Catholic chief of the Onondagas, and one of the extraordinary men of the Iroquois League.

Explorers and Missionaries—Columbus, Calvert, Champlain, Marquette, Gallitzin, De Smet, etc.

Ecclesiastics—Perez, Carroll, De Cheverus, Marechal, England, Flaget, Dubois, the Kenricks, Spalding, Hughes, etc.

Army and Navy—Barry, McGuire, Moylan, Lafayette, D'Estaing, Rochambeau, Kosciusko, Pulaski, etc.

Writers—England, Carey, Walsh, Pise, McSherry, Frederick O'Shea, O'Callaghan, John Gilmary Shea, Spalding, McGee, Meline, Thebaud, Hewitt, Hassard, Brownson, Sadlier, Tinckner, O'Reilly, Kenrick, Azarias, Moriarity, Gibbons, Miles, Ryan, John Boyle O'Reilly, etc.



#### MUSIC IN PAROCHIAL SCHOOLS.

By a Sister of Notre Dame, St. Joseph's Academy, Columbus, Ohio.

Undoubtedly in many of our parochial schools the teaching of music receives full justice. Of such schools I have only one word to say: May they not rest satisfied with what has already been done, but keep on striving for better results—to cease to try is to cease to grow. But there are other parochial schools, where, though music is fairly well taught, yet through imperfect method or insufficient enthusiasm, much yet remains to be desired.

There is a third class of schools, where musical training is regarded as a sort of "fad," an "extra," an accomplishment, not at all necessary; in such schools, of course, music fares badly. It is mainly with these last two named classes we shall concern ourselves at present.

That music is not merely a fad of our day can be proved from the exalted position that it has ever held in the mind of the Church. Down through the centuries witness the efforts of the most distinguished of her children—of Pope Sylvester, St. Ambrose, St. Gregory the Great, of the monk Guido of Arezzo, that remarkable teacher of ecclesiastical singing. This list does not by any means exhaust the names of great churchmen who devoted themselves to the study of music. The Church, moreover, has ever been the patron of talented musicians. At her great cathedrals, from the thirteenth to the twentieth century, an extremely brilliant succession of directors have found a field for their activities, among them the immortal Palestrina. Thus from the attitude of the Church towards the study of music, we see that it is not something new and ephemeral—is not a passing fad.

On the contrary, music is an enduring, glorious art and because of its advantages and potent effects, deserves an honorable place in the curriculum of our parochial schools. Unless music be learned in the schools the masses of our people must be forever deprived of that which will make home happier and life richer; of that which is the purest human enjoyments. But passing over the benefits of music in the home and in social life, let us consider what an auxiliary it is in science and economy. In the first place, it is a valuable aid to mental alertness. To give an illustration in point—see what is involved in singing music at sight. The singer must keep in time and in tune—easily said, but how rarely done. Two different faculties are called into action here: the time-sense and the tunesense. If we add to this the task of reading off the words, it will be seen that there is complexity enough to call for much concentration of mind. Another well known educational advantage of music is that it powerfully stimulates the imagination.

The Greeks, indeed, held the ear to be the leading faculty, and music the key-stone of the educational arch. Nor must the important fact be overlooked that vocal music is closely allied to health, for singing necessarily

increases the breathing capacity of the lungs. The larger amount of oxygen taken into the lungs more completely vitalizes the blood, which in turn builds up an improved quality of tissue throughout the body. Therefore, because of this training the teacher is enabled to work upon the alert mind in the healthy body.

We know there are some difficulties that lie in the way of this effective music training. As to the teachers themselves, it may be that there are some who doubt their ability to teach music successfully. To such teachers may it be said that to an earnest good will music language will not be found more difficult to acquire than any other. "Step by step one goes very far" is aptly applied here. Nothing is so easy but it must be learned, nothing so hard but it can be mastered. The art of teaching music is based upon the same principles that govern the teaching of speaking and reading. Any one who can teach a class of children to read the primer can, by a similar process, teach them the art of reading music. Let her remember that music in its educational aspects is to be considered as a language, an art and a science. Elementary music instruction in the school-room is chiefly engaged with music as a language, and from language is born art which could not exist without it. Another difficulty may arise in some classes from the want of proper grading of pupils.

In schools where a beginning must be made, it will, of course, take some years before the grading can be satisfactory, as, no matter what the age of the children, they must commence at the very foundation. But the progression will be rapid in proportion to the general development of the pupil intellectually.

Pupils there are, to be sure, so meagerly endowed and so physically defective that they can be but little improved by the teacher's effort, though she make use of every known means by which to develop their musical sense; yet, with the best musicians and teachers, I hold, with but few exceptions, all who can speak, can learn to sing. Of those children said to be devoid of musical ear, or unable to tell one note from another, probably nine-tenths can be educated so as to be able to distinguish pitches and to sing, but patience and perseverance will be necessary. As we well know, children often taken in knowledge more readily than adults, and if they would be required to study the rudiments of music as carefully as those of grammar and arithmetic they would succeed in learning it as well. To some teachers, moreover, the necessary repetition may seem irksome, yet this very desirable ability to sing at sight is acquired only by constant repetition.

This the children expect; it in the line of their other studies and they do not rebel against it. Of course, to the adult, this is very wearying and monotonous; his taste, too, is on a higher plane; he revolts against the necessary a-b-a-b, but such is not the case with the child. It is an error to suppose that vocal music can be taught in a few months; one might as well expect a child to learn to talk or read by being given a few lessons. No, a child should commence learning to sing as soon as it does to read, even earlier, and should continue to learn as long as it remains at school.

When boys and girls enter high school they should be as familiar with music and have so practical a knowledge of it, that they can take up the classic works of the great masters and read them at sight. If the student of average ability cannot do this, there has been an error in his teaching, and that error has been rote singing or imitation. The teachers indeed may flatter themselves that rote singing is a good way to quick results, but the pupils are the losers. On the contrary, the labor and time spent on systematic training is more than repaid, when the teacher realizes that only one-tenth of the time consumed in teaching by imitation is needed to learn the same thing when the child can read music. We can readily see how a piano or a reed organ, though a valuable aid in the school-room, may be perverted into a hindrance to real progress. Boys or girls having good voices may wish after leaving school to join a chorus club, or church choir. Consider how they will be handicapped if they cannot read music. Not long ago I heard a young lady say, when speaking of such choir members: "They are bores and annoy every one." If, in all our parochial schools, a regular method were followed and a solid foundation laid in the lower grades, it would be an easy matter to teach patriotic songs, church hymns, vesper-psalms and High Masses in the eighth, seventh and perhaps even in the

sixth grades. Likewise, the study of plain song, now so much recommended by our Holy Father, Pius X., will be easy if, in childhood, the scale intervals in their relations to each other have been well mastered.

A few words now as to the practical teaching of singing. We know that when children first come to school, they have at their command a vocabulary taught them by their mothers, and this has prepared them to receive their first reading lesson. Gradually, they learn to recognize the symbols which stand for the words with which they have been familiar. This corresponds to the art of rote singing, which should be carried on through the first and second year of the child's school life, in combination, of course, with oral drill on the scale, first as a whole, then in parts, and these in relation to each other.

The scale is a wonderful thing, containing as it does the secret of all music. "It is exhaustless in its variety. It is the foundation on which all music thinking must ultimately rest." For vocal drill it is better to sing the scale downward more frequently than upward. Experience shows that this method brings the head tones into use, and avoids all danger of injuring the voice. Moreover, it gives the child a greater range and produces a purer and more musical tone. In this vocal drill it is advisable to vary the syllables from the traditional do, re, mi, fa, etc., to loo, boo, o, and other vowel and consonant combinations. Here, too, voice training, ear training and metric training should be combined. Regarding metric training, it should be begun, in its simplest forms, two part and three part metre, in connection with the rote songs.

In the singing lesson noise and music should not be confounded. "They tell me I sing too loud," said a little girl to her teacher, "how loud ought I to sing?" She replied: "As loud as you can, but not louder than lovely." There is a tendency among healthy children to shout when they sing; this should be discouraged by the teacher, as the habit is injurious to the vocal organs and destructive of all that might otherwise be musical in singing.

Another subject for the teacher's attention is the necessity of breathing exercises. In these exercises the breath should be thrown well forward upon the front palate. Distinct articulation; the correct rendering of the vowels and also the attitude of the children should receive close attention. Let her see that they hold their heads erect, with chests well forward, and shoulders thrown back. Standing is a better position than sitting. The teacher in the elementary grades, though, perhaps by no means a fine vocalist herself, should learn to produce a correct musical tone, so as to be able to illustrate it for the class. She should be able to sing the scale, from any pitch, high, low or medium. That she should sing either as high or as low as her pupils is not at all necessary. But it is essential that her ear be well trained that she be able to detect any deviation on the part of her pupils, from the true pitch. She should also be provided with a pitch-pipe and use it; for little people should learn only sounds that are in good tune.

As to the amount of time to be given to music study in our parochial schools, I should say from twenty minutes to a half hour daily, if any real advance is to be made. If possible let this be the first half hour of the morning, when the pupils are fresh and enthusiastic. The lesson should not be heavy and laborious, it ought to lighten all else and put spirit and joy into the work of the day. Let not the teacher enter upon it with prosaic toleration, rather let its spirit enter her with poetic enthusiasm. Then children will learn to sing and love singing, learn about music and treasure the knowledge.

Though the teacher may not be equally successful with all her pupils, she need not be discouraged, but keep in mind the aim and scope of singing as a subject of instruction. Merely to train the pupil first, to appreciate and enjoy good music, and, secondly, to understand and be able to sing at sight and with expression any ordinary secular or sacred piece of music.

"The law of national life," says Theodore Roosevelt, "like the law of worthy individual life, is fundamentally the law of strife;—through labor and painful effort, by grim energy and resolute courage, we move on to better things." The same law holds in the educational life. Let us hope that in accordance with it, vocal training, which has encountered so many obstacles in parochial schools, may move gloriously on to the "better things" of honor and just appreciation.



## Language and Reading.

### TEACHING OF ENGLISH IN GRAMMAR GRADES.

By a Sister of Mercy (New Hampshire).

1. English composition should begin in the baby room, and should be oral until the child has learned to tell a story which would not occupy more than six or eight lines of print correctly in complete sentences, pausing and letting voice fall where a period should be placed in writing. Pupils should be allowed time for mental composition after the subject has been announced. Each should then be required to stand erect in the centre of the aisle, and deliver his composition in a pleasant tone and with distinct enunciation. The other pupils are to listen attentively, raising the hand to signify that they are prepared to correct whenever a mistake is made. When the class is large the teacher may interrupt the speaker after one or two sentences, calling upon another pupil to continue the story from that point.

2. At least fifteen minutes daily is to be devoted to this subject.

3. When once the study of English has been begun children should be required to deliver all recitations as carefully as their oral compositions.

4. When oral composition has not been taken up in the preceding grades the teacher will do well to devote the first few weeks of the school year to this branch of the work.

5. Make the daily written composition very short. Six lines should be considered good length for second and third grade pupils; one-half page of block paper for fourth and fifth grades; one page for eighth and ninth grades.

6. The daily subjects should be varied and attractive. It is a good plan to devote one day each week to anecdotes drawn from the lives of saints and heroes; a second to the transposition of short poems; a third to descriptions of the world's greatest pictures; a fourth to subjects connected with the study of nature; the fifth to the writing of letters, notes, receipts and business forms. The amount of general knowledge which may be acquired by the pupils through adherence to such a scheme will be obvious to the teacher. Suggestive lists of subjects for each of these days will be found at the end of these notes. It would be well for the teacher to copy these lists and add to them as experience directs.

#### Time for Language Work.

7. A period when children are capable of their best work should be given to English; the opening period of the afternoon session would be a good time. The pupils should be trained from the beginning to be prompt. When the pupils are seated with pencils and paper the teacher briefly relates the anecdote to be written, asks a few questions to make sure that all have understood, gives the signal, and the pupils write. When the time for writing has elapsed a second signal is given, and the pupils fold their papers, whether the work has been completed or not, and place them on the outside of desk. They are collected by an appointed pupil and laid aside for inspection after school.

8. When ready to inspect work the teacher should be provided with a blank book in which to note briefly general excellences and defects. Persistent attention should be called to two or three of the most glaring errors until these have been corrected; then the attention should be directed to other faults. When some progress has been made in composition it may be better to cause some pupil to copy his faulty composition of the preceding day upon the blackboard while the pupils write their daily theme. The necessary explanations and suggestions can then be briefly made.

9. If a picture be chosen for the daily theme tell the pupils nothing in regard to it which they can discover for themselves. It may be necessary with some pictures to give pupils the names of the characters and tell them the story it illustrates; but do not see for the children. Explanations are to be made and attention called to details after, not before the children's descriptions have been written.

10. For transposition of poems the teacher should read or recite the selection chosen—which should always contain a "story" in the lower grades—question the children so as to be sure that the tale has been understood, write any unusual word which it may contain upon the blackboard, explaining their meaning, then allow each child to tell the story in his own words and way.

11. Oral composition may occasionally take the form of debates, one minute speeches, etc. Every possible effort should be made to teach the children to converse correctly in a pleasant tone and without facial contortions.

12. No opportunity of commendation should be neglected. Praise, encourage and make children love the work.

#### Aim of Daily Composition.

13. The aim of the daily composition is to teach children to express ideas which they already possess; the aim of weekly composition is to develop creative ability. Hence the subjects assigned for the weekly compositions should be of a different nature from those of the daily themes, and the pupils should be taught to aim at originality in choice and treatment.

To illustrate: Should the general subject assigned be "My Cat," the pupils may be told—

First, that they may vary the title by making it "My Dog," "My Rabbit," "My Doll," "My Sled," etc.

Second, that they may either tell the story or cause the animal or toy to tell its own story.

Third, that they need not confine themselves to actual facts, but may describe the imaginary experiences of their subject.

Fourth, that they are to re-name their composition, giving it a title they think interesting and appropriate, as "Pussy Gray's Adventures," "The Experiences of Belinda Jane," etc. It would be well to read the pupils a composition that they may serve as a standard on some similar subject, but not on the subject chosen. A suggestive list of topics should be placed upon the board, but each pupil should himself prepare the topics for the theme of his choice.

#### Stimulating the Imagination.

14. In each room there will be some few pupils devoid of imagination. For the benefit of such there should be some definite suggestions in the preceding talk which will furnish them with material. The majority of the pupils, however, can and should choose—within the prescribed limits—the theme and manner of treatment for themselves. Expect it from them. Speak privately to those who have tried to catch and write your thoughts instead of thinking for themselves and see if it is not possible to secure a greater attempt at originality another time.

15. Correct the errors in those compositions without making any attempt to otherwise improve them. Have the corrected compositions copied weekly and dated. Teach each child to take pride in the appearance of his composition book.

16. If possible have a "story telling period" once a week, in which you read your pupils the best children's classics, condensing as much as possible that you may give them the more and cause them to reproduce in careful English.

17. Have a list of the books most suitable for children in the grades which you are teaching that you may always be prepared to advise wisely. Do all in your power to encourage a love of good reading.

18. The memorizing of beautiful selections has among its many advantages that of promoting a taste for composition and filling the mind with great thoughts. Try to save five minutes for memorizing daily—the last five minutes of the day seem appropriate for many reasons. When the work specified for your grade has been completed supplement it by short and beautiful lyrics. When a love for poetry has once been instilled pupils will memorize these poems for the sake of the pleasure they find in them. Do not be discouraged if all your pupils do not learn to love books and poems. There will certainly be enough of present appreciation and after good to repay your efforts.

19. Feel the importance of this work and make your pupils feel it. Be enthusiastic, and without it you cannot have great success. In making the pupils love this work you are making them love school, love you, love all that you represent to them. You are fitting them, too, for more than you can guess at present.



20. Persevere. Let nothing discourage or dishearten you. You cannot fail if you keep on trying.

#### Suggestions for Weekly Compositions.

A Journey (sleigh, steam cars, trolley, bicycle, carriage, steamer); Adventures of an Umbrella (rocking horse, tin soldier, father's musket, grandma's thimble, etc.); A Noble Deed; A Holiday (description of any outing); What I Saw at the Circus (or at the parade); A Dream Visit (game, lesson, etc.); If I Were a Millionaire; What I Saw on My Way to School (funeral, wedding, picnic, party, daily sights, etc.); How We Organized a Baseball Nine; How We Started the Sewing Circle; My Fishing (?) Experience; What the Breeze (?) Told Me; Robin Redbreast's (?) Home; Our Class Room and Our Class; The Girl I Wish to Resemble; What Christmas Means; At May Devotions; A Trip to the Moon; Where Santa Claus Lives; Catching a Burglar; While It Rained; When I Went to Fairyland; When I Patent My Inventions; Why I Admire My Hero; My Native City; My Angel's Whispers; A Day in the Country (city); When I Kept House; Why I Like Fourth of July; A Thunderstorm; The Picture I Would Paint if I Could; A Day in the Woods; An Interesting Game; At the Fair; What Makes a Hero? A Sister of Charity.

#### Suggestive List of Pictures for Description.

1. Sistine Madonna ..... Raphael
2. Holy Family ..... Murillo
3. Consoling Christ ..... Plockhorst
4. The Angelus ..... Millet
5. Infant Samuel ..... Reynolds
6. Christ Blessing Little Children..... Hoffman
7. Feeding Her Birds..... Millet
8. Madonna of the Fish..... Raphael
9. Highland Shepherd's Chief Mourner..... Landseer
10. Song of the Lark..... Breton
11. Good Shepherd..... Plockhorst
12. Christ in Gethsemane..... Hoffman
13. Shepherdess..... Lerolle
14. Worn Out..... Faed
15. Immaculate Conception..... Murillo
16. Highland Shepherd's Home..... Landseer
17. Arrival of the Shepherds..... Lerolle
18. The Gleaners..... Millet
19. Worship of the Wise Men..... Hoffman
20. Golden Stair..... Burne Jones
21. Mother and Child..... Eodenhausen
22. Dignity and Impudence..... Landseer
23. Easter Morning..... Hoffman
24. Last Supper..... Da Vinci
25. Children of Charles I..... Van Dyck
26. Mater Dolorosa..... Guido Reni
27. Feeding the Chickens..... Millet
28. Saved..... Landseer
29. St. Cecilia..... Raphael
30. Rich Young Man..... Hoffman
31. Sir Galahad..... Watts
32. Lord, Help Me..... Plockhorst
33. By the River..... Lerolle
34. Marie Antoinette and Her Children..... Lebrun
35. Madonna of the Chair..... Raphael
36. Christ in the Temple..... Hoffman
37. Easter Morning..... Plockhorst

#### READING AND SPELLING.

By Rev. P. R. McDevitt (Supt. of Schools, Philadelphia).

Of all subjects in the elementary schools, reading occupies the foremost place. It is well called "the key of knowledge." The difficulties in teaching it are many because of the inequalities of the language. With an imperfect alphabet of twenty-six letters, and almost double that number of sounds to be represented, it becomes necessary to use one letter to indicate different sounds. Fortunately, the child is unconscious of the irregularities which the adult mind perceives; and of the fact that the child's memory is retentive, and he is disposed to accept unquestioningly what the teacher says, renders the labor of learning much easier than might at first appear.

The course urges the teaching of reading by the phonic and word methods. From the beginning the teacher should strive for quick reckoning of signs, so that by constant drills the eye may become so accustomed to the word as to recognize and pronounce it with ease. Strict attention should be given to clearness and accuracy of pronunciation, with an insistence upon the sounding of the

initial and final consonants. Care in this respect in the elementary school means distinctness and richness of utterance almost unattainable if left to the higher schools.

After the mechanical work will come reading in the proper sense of the word, when the child understands the thought of the lesson, and reads with intelligence and expression. Children who spell well, read well; hence the every day speech of the child should be carefully watched. As with every branch of the school curriculum, the teacher's own style is of paramount importance. Her reading, to be effective, should be a perfect model, possessing all the qualities of good reading—correct articulation, purity of tone, modulation, and expression, with an intelligent interpretation of the sense of the selection.

#### Some Points on Spelling.

The same difficulties that confront one in reading are to be met with in spelling, and this subject entails upon both teacher and pupil arduous work. Popular judgment demands good spelling, and it discredits those who are weak in this respect. A helpful fact to be borne in mind is that spelling depends more upon the eye and memory than upon the ear. Bad spelling is generally the result of not seeing aright. The habit of getting a clear mental picture of a word—as to the arrangement of the letters, the number and position of the vowels, consonants, and syllables—will make good spellers. The eye being the chief agent, it is ill-advised to place incorrect forms before the child, for he is more likely to remember these than the correct ones; consequently, the practice of allowing one pupil to correct the paper of another is questionable.

The transcription of good prose and verse cultivates accuracy and accustoms the pupil to correct spelling by unconscious imitation. The dictation-exercises should be teaching-exercises, and not merely testing-exercises. They should be carefully planned, being invaluable aids in teaching this important subject.

Some educators assert that spelling can be taught incidentally in connection with other branches. While this theory may be pedagogically sound, yet the course advises the use of the spelling book with distinct systematic lessons; at the same time it urges that the incidental teaching of spelling be not overlooked.

As an aid to spelling, word building and word analysis are most helpful. There should be simple lessons in the history of certain words, with an understanding of the meaning of the prefixes and suffixes, exercises in resolving words into their component parts, and also the building up of words from their elements or from other words.

#### REPRODUCTION STORIES FOR

##### PRIMARY LANGUAGE.

Edith M. Pheasby, Brooklyn, N. Y.

##### Tom's Kindness.

(Duty to the Aged.)

An old man was walking down a country road. He was carrying a large basketful of groceries. The groceries were very heavy and every few minutes he had to stop and rest.

"Oh, dear," he said to himself, "how shall I ever carry all these groceries home? I am so tired I can hardly walk another step."

Just then Tom Smith came along. "May I carry your basket for you, sir?" said he. "I am going on an errand for mother and will have to pass your house on the way."

"Thank you, my boy," said the old man. "I wish there were more boys like you. The world would be much better."

Be kind and be gentle  
To those who are old,  
For dearer is kindness  
And better than gold.

##### Two Little Brothers.

(Kindness to Brothers and Sisters.)

The car was waiting at the corner. Several people stepped into it. At the last minute two little boys came along. One little boy was lame so the conductor lifted him into the car. The other boy stooped back in the street and called cheerily, "Good-bye, Jack. I'll run along-side of the car."

The little lame boy was placed in a seat near the window. Every few minutes he would look out and wave his hand.

An old gentleman sitting near was watching the little fellow. Then he turned to Jack and said, "Who is that?"

Jack smilingly replied, "Oh, that is my brother Ned."  
 "But why does he not ride with you?"  
 "Well, you see, sir," said the boy, "mother could only give us five cents, so Ned said I should ride. I cannot walk very well and Ned was willing to run along with the car."

The old gentleman stopped the car at the next corner. After paying the conductor the fare for Ned, he called the boy to come aboard.

How delighted Jack was to have his brother with him. The old gentleman looked very happy, too.

### Lazy John.

(Indolence.)

I know a little boy named John. He is a very lazy little boy. He waits for his mother to call him every morning. Sometimes she has to call him many times. He is late at breakfast and often late at school.

One day during vacation mother promised to take the children to the seashore. They had to start early in the morning. As usual John was not ready. Mother called and called, but John said, "Yes, mother, I will come to breakfast in a few minutes."

At last they could not wait any longer, so mother and the children started. When John came downstairs half an hour later, he was very much surprised to find everyone gone. Only he and nurse were left at home.

Poor John passed a very lonesome day. He had no one to play with him.

In the evening the folks returned. The children told John what a good time they had had building sand forts and houses.

Then John wished he had not been so lazy. He says he will be ready at the right time after this.

### Little Lame Joe.

(Duties to the Afflicted.)

Little Joe was out walking with his mother. He was lame and could not walk very well without crutches.

He thought he would like to try walking without the crutches. He hobbled along very slowly and carefully. It was such hard work for him.

Soon some other children came running and skipping along. They were very happy. How Joe wished he could do as they did.

All the children stopped and stared at Joe's poor twisted feet. Poor little Joe was very sad. The tears were in his eyes as he hobbled back to his mother.

When the children saw his eyes were full of tears they felt very sorry to think they had been so rude.

## THE READING LESSON.

1. Special preparation for the study of new lessons.—(a) Teacher and pupils read the selection together; (b) pupils study the meaning of entire selection from a good outline placed upon the blackboard by the teacher; (c) study the meaning and pronunciation of difficult words; (d) meaning of phrases and figures of speech; (e) use the dictionary constantly; (f) reproduce the story and thought of the selection; (g) memorize some brief extract; (h) special study of author's biography.

2. The teacher's assignment of the daily reading lesson.—(a) The lessons must be short; (b) the teacher must assign some definite work to be prepared; (c) use the blackboard, writing an outline of the assignment; (d) be sure that each pupil understands the assignment.

3. The pupil's study period.—(a) The pupil must know how to use his dictionary, and use it; (b) words—study their meaning, pronunciation and spelling; (c) sentence study—emphatic words, meaning, oral expression; (d) follow the blackboard assignment carefully; (e) become so familiar as to be able to read without keeping the eyes fixed upon the book; (f) be prepared to read the entire lesson of the day with pleasing expression.

4. The recitation.—(a) The teacher should occasionally inspire pupils by reading parts of the lesson; (b) secure a good position of the body and the book; (c) be able to raise the eyes while reading; (d) pronounce each word correctly, and articulate every phonogram; (e) emphasize important words by a variation in pitch or force; (f) read distinctly; (g) the pupil must know why he is being drilled; (h) the recitation must not cease until the pupil has made some improvement in his reading.—Teachers' Monthly.

## The Literature Class

**Literature in the Whole:** How should literature be studied? It should be studied to get straight to the heart of the author—his thought and his feeling. Knowledge of historical and classical allusions and definitions of words are necessary to an appreciation of literature; but any chasing down of allusions for the sake of mere knowledge, any seeking out of the origins of words, any study of the life of an author when it sheds no light on the work in hand, is a waste of time; for it distracts the attention from the literature, and never allows the reader to catch the fires of a great creative spirit.

**Short Test for Advanced Pupils:** Name the poems of which each of the following is the first line respectively:  
 When shall we three meet again?

Sweet Auburn, loveliest village of the plain....

My hair is gray, but not with years....

It was an Ancient Mariner....

The curfew tolls the knell of parting day

To him who in the love of nature holds....

Hamelin town is in Brunswick....

Should you ask me whence these legends....

The stag at eve had drunk his fill

Of man's first disobedience and the fruit of that forbidden tree....

**English Classics:** "The student who has completed his high school or academy course must be reasonably familiar with the names and general scope of all the literary productions whose titles are given below, says Maud Elma Kingsley. "If he is not, his course has not been adequate to the needs of the preparatory student. Most of these works are among the College English Requirements for 1909-1911: Ancient Mariner, Bacon's Essays, Comus, Cranford, Autocrat of the Breakfast Table, Dissertation on Roast Pig, Deserted Village, Macbeth, Alexander's Feast, Canterbury Tales, Emerson's Essays, Elegy in a Country Churchyard, Franklin's Autobiography, Gulliver's Travels, Hiawatha, Henry Esmond, House of the Seven Gables, Faerie Queene, Ivanhoe, Jungle Books, Julius Caesar, Kenilworth, Last of the Mohicans, Lady of the Lake, L'Allegro and Il Penseroso, Lays of Ancient Rome, Idylls of the King, Marmion, Merchant of Venice, Evangeline, Miles Standish, Lycidas, Paradise Lost, Sir Roger de Coverley Papers, Rape of the Lock, Tale of Two Cities, Vicar of Wakefield, Tanglewood Tales, Silas Marner, Sketch Book, Sohrab and Rustum, Prisoner of Chillon, Robinson Crusoe, Pilgrim's Progress, The Princess, Pied Piper of Hamelin, Snow-Bound, Uncle Tom's Cabin, Treasure Island, Vision of Sir Launfal, Tam O' Shanter.

## STUDY OF COLERIDGE'S ANCIENT MARINER.

**Life of Coleridge.**—Samuel Taylor Coleridge was born at Ottery St. Mary, in Devonshire, England, in 1772. Left an orphan at the age of nine, he was educated at Christ's Hospital, London, and at Cambridge University. After spending a short time at the latter institution, he enlisted as a private soldier. His friends shortly after procured his discharge from the army, and he settled at Bristol. In 1795 he married Miss Sarah Fricker, and in the following year published a volume of poems, which was favorably received.

He was an intimate friend of Wordsworth's. With him he visited Germany, where he profitably spent his time in studying the German literature. On his return to England, he settled at Grasmere, in Cumberland, near the other Lake poets, Wordsworth and Southey, where he published a translation of Schiller's Wallenstein, and contributed largely to various publications. During the last nineteen years of his life, he lived with his friend, Mr. Gillman, a physician, at Highgate Grove, London. He became addicted to the use of opium, which wrecked both his mind and career.

Coleridge's poetry combines the highest flights of a lofty imagination with the perfect versification and word imagery. Of the complete poems he has left, it is im-

possible to speak too highly. Algernon Swinburne, the poet, says that "for height and perfection of imaginative quality, he is the greatest of the lyric poets. But incompleteness marked his works, and his works were typical of his life. He was probably the most finished conversationalist of his time. To hear him talk was in itself an education. To great learning in him were added the attraction of melodious utterance, genial temper, and the mingling of poetic and philosophic argument. His study of German literature influenced him, and through him, English literature. Among the visionary schemes of Coleridge was that of the "Pantisocracy," which his friends, Southey and Lowell, had planned. These three young poets, it might be remembered, married three sisters, the Misses Fricker. Young and ardent, and inflamed with the desire to promote the welfare of mankind, they thought to build up here in the New World a species of Utopia. They were going to settle on the banks of the Susquehanna and found their ideal republic—their Pantisocracy, or all-equal government. For want of means, the Pantisocracy was given up.

**History of "The Ancient Mariner."**—It was during a walk with Wordsworth and his sister, Miss Wordsworth, that the poem (or Rime) of the Ancient Mariner was planned and, in small part, composed. Hazlitt calls it "a work of genius—of wild, irregular, overwhelming imagination." Wordsworth wrote some few verses of "The Ancient Mariner." Originally, in their literary partnership, Coleridge was to furnish the supernatural and highly imaginative, whilst Wordsworth was to give poetic significance to the common things of life; yet, singularly enough, it was Wordsworth who suggested the killing of the albatross and the steering of the ship by the ghostly crew.

**Analysis.**—The marginal analysis of the poem, made by Coleridge himself, is so full, even minute, that it only remains to make an analysis of this analysis, and so present the framework of the story; so that the parts may show their relation to one another, and to the poem, as a whole.

The story reveals itself in four phases, as follows:

Part I—The Crime.

Parts II, III and IV—The Retribution.

Parts V and VI—The Expiation.

Part VII—The Confession and Penance.

**Comment.**—It is a poem of the imagination, the story of a crime, its expiation, and the moral or lesson it teaches. The crime in itself is trivial—the mere shooting of a bird—but it lay more in the wantonness of the act than in the act itself. The poet would evidently teach the lesson, that even a small crime may be weighted with a chain of unforeseen and disastrous circumstances. The albatross was a bird of good omen, and loved by the Polar Spirit, or demon. But how was the ancient mariner to know that? Every sin must bear its punishment in this world or in the next, or in both—this truth is also taught in the poem. The mariner's companions made themselves accomplices in the crime by justifying the act, and they were punished.

The supernatural, which excites and sustains the imagination, is brought in with great effect. The nemesis is the Polar Spirit and his fellow-demons; the ministers of redemption are a troop of angelic spirits. The ship and the fortunes of the ancient mariner are under the vengeful control of the demon and his fellows, until the moment when the former recognizes, acknowledges and is sorry for his crime. He beheld God's creatures of the great calm, and "a spring of love gushed from his heart, and he blessed them unaware." From that moment the albatross fell off his neck and fell into the sea; the spell began to break. No longer does the demon hold sway; but the mariner's "kind saint," "Mary, Queen," and the troop of angelic spirits are on his side, now that he is repentant, fighting against the demons.

The genius of Coleridge, like the genius of Shakespeare, is Catholic. The whole poem of the Ancient Mariner is built on a purely Catholic model. The agents of redemption, the mode of expiation, are Catholic. The "kind saint" is the guardian angel, who stands by the mariner and is the first to bring comfort and a helping hand; "Mary, Queen," is the Blessed Virgin, who "sent the gentle sleep from heaven, that slid into his soul;" the angelic troop were sent down for his defence by the invocation of his guardian saint. Finally, the demons are put to flight

by the angels, and the grace of repentance triumphs over dread despair. The Christian—the Catholic warfare is here depicted in all its phases—remorse, prayer, repentance, suffering and expiation, even in the body. But all this is not sufficient. The full atonement is yet to be made. It is made when the mariner, impelled by the grace of repentance, kneels at the feet of the hermit and confesses his sin. Then, and not till then, was the weight of his crime rolled off his soul. The penance suits the nature of the crime. He had wantonly slain one of God's creatures; his life-long penance was to be "to teach by his own example love and reverence to all things that God made and loveth." The beautiful truth and didactic design of the poem and of this weird, mystical story is exquisitely expressed in these oft-quoted verses:

"He prayeth well, who loveth well,  
Both man and bird and beast;  
He prayeth best, who loveth best,  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all."

**Questions.**—2. What is gained by stopping only one of the wedding-guests? What was the mission of the mariner? Why wedding-guests? 10. Notice the boldness of fascination. 18. Why cannot he choose but hear?

Notice the beautiful word picture in verses 5-8, and in 21-30. Why is the wedding-guest here permitted to interrupt? 41-44. What figure? 46. What figure? 65. Why did they hail the albatross in God's name? What influence had this bird on the voyage? 79-82. Point out the artistic effect in the structure of this stanza. 88. What does this line tell about the effect of the bird's death on the sailors? How did the whole crew become accomplices in the crime?

Notice the magnificent picture in 115-118. 132. What spirit? What part did he play in the tragedy that follows? 141-142. Explain the meaning. 148. Notice the splendid description of this "something" that follows. 160. Why this extreme measure? 194. Explain meaning. 198. Which won, and why? What effect has this game of dice on the fate of the mariner? Would it have been better for him had Death won? 212. "Star-dogged"—explain. 216. Discuss the number of the crew. Why so many? How do their deaths coincide with the rule of Life and Death? How did these deaths affect the punishment of the mariner? 231. Explain the significance of this verse. 234. Why not? 236. "So beautiful." Do the circumstances warrant the expression? 246. What was the "wicked whisper"? 255. To what does the mariner refer? Compare with line 260.

Notice how the mariner looks on sea, on deck, into the sky and what he sees. 284. This line shows the beginning of repentance; show how. 290. Why? Compare the restfulness of the opening lines of Part V with the nightmare that precedes. A beautiful sense of contrast is here developed and pursued. Sleep is often apostrophized by the poets.

300. What does the rain typify? 306. "I was so light;" what literal and figurative significance have these words? 328. What caused the ship to move? 331. Explain the dead men rising. Compare with 349. 345. Why does the wedding-guest fear the mariner? There is a touch of humor about this wedding-guest which reveals itself in his fear of ghosts. Is it natural? What purpose does it serve? 353. Explain. 354. What were these sounds—this medley? 379-380. The Polar Spirit, in obedience to the Angelic troops, propelled the ship. 392. Why? What purpose did the "swound" serve? 397. Whose voices? 409. "Penance more." Compare with 440. 442. The curse is expiated. Is the breaking of the spell as artistic as it could be made? 446-451. Notice the beauty of this transition of scene. 464-471. Ecstasy. 482. Explain and compare with 490-491. 507. Why not? How brief, but complete and natural, are the Hermit and the Pilot. 560. Compare with 562 and 569. What caused the consternation? 578-585. Describe the nature of the mariner's life-long penance. 589. Compare with line 2. 611-617. The teaching or moral of the poem.

#### Examination Questions.

Show that this poem is the story of a crime.

Describe the sea in its dreadful calm.

Describe the phantom ship.

Was it actually a crime to kill the albatross?

Describe the retribution that followed the crime.



Describe the difference between Death and Life in Death from the picture given.

Show how and for what purpose the supernatural element is employed.

The poem is a story of the Christian warfare; show how.

The punishment was altogether out of proportion to the gravity of the crime; discuss this statement.

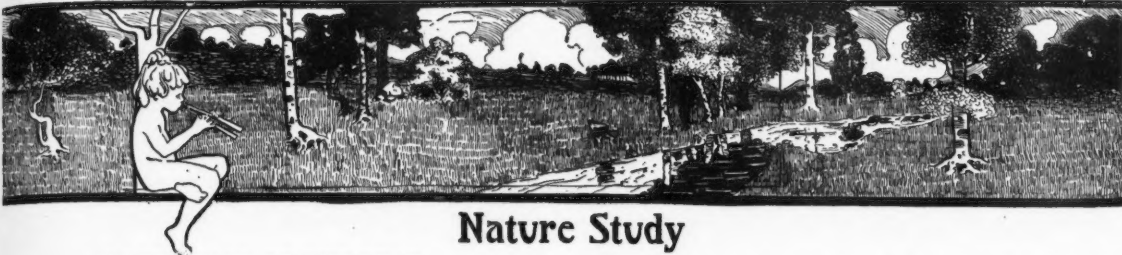
The "Ancient Mariner" is a poem of the imagination. Develop this topic into a paragraph.

Describe the metre of the poem.

What are the most frequently used figures in the poem?—give examples.

Show the Catholicity of the poem.

In what respects does the poem reflect the character of Coleridge?



## Nature Study

### IN THE FALL OF THE YEAR.

Each season presents in turn some special opportunity to the wide-awake teacher. Just as in spring the pupils may be led to take note of the first arrivals among birds and flowers, so now they may with profit become students of nature's panorama in the process and manner of its fading away.

What birds are still with us may be reported from actual observation week by week. What wild flowers are still fresh in bloom, and what ones have recently ripened into seed or faded without apparently leaving any seed; what becomes of the seeds in the fall; which of the forest trees first show by their changes the approach of winter; how the leaves of different trees become detached from the twigs; what useful offices the dead leaves perform; where and in what condition are the buds for next year's growth; what are and what causes leaf-scars? These are a few of the subjects which will suggest themselves to the watchful teacher who wants his pupils to catch the spirit of the seasons. Very soon it will be true that

The melancholy days are come, the saddest of the year.  
Of wailing winds and naked woods and meadows brown  
and sere.

Heaped in the hollows of the grove, the autumn leaves  
lie dead;

They rustle to the eddying gust, and to the rabbit's tread.  
The robin and the wren are flown, but from the shrub the  
jay,

And from the wood-top calls the crow, through all the  
gloomy day.

The wind flower and the violet, they perished long ago,  
And the brier-rose and the orchis died amid the summer  
glow;

But on the hills the golden rod, and the aster in the wood,  
And the yellow sunflower by the brook in autumn beauty  
stood.

Till fell the frost from the clear cold heaven, as falls the  
plague on men,

And the brightness of their smile was gone from upland,  
glade and glen.

But there is also a cheerful aspect to the autumn season. Do your children have a lively appreciation of the splendor of the autumn woods all ablaze with color? A few leaves gathered now and used as decorations will serve to remind them a little later how quickly nature changes.

### THE FORMS OF WATER. An Elementary Science Talk.

By E. F. Wood.

How many forms does water have? Get the pupils to tell all they can about water forms. First, the form in which we drink it. If you put some of it in a dish it will assume the exact form of the inside of the dish with a level, smooth upper surface. Now it is necessary to name things and conditions. If we could not do this we could not advance in knowledge. We say of anything that will assume the exact form of the vessel in which it is placed, and take a level, smooth, upper surface, that it is liquid.

We have, throughout a part of the year, ice and snow. These are water in the solid form. Without this form of water we could have no coasting or skating.

What makes the difference between water in the liquid form and the solid forms which we call ice and snow? You have seen how easily water moves; its particles have almost no friction on one another. They move so readily, that no matter what the shape of the vessel the water will take its form and have a level top. All this is different with the solid. Put a piece of ice in a dish, and, so long as it remains ice, it will retain its own form and not take that of the dish. Something has locked its particles together so that they cannot move on one another. Bodies that keep the form given them because their minute particles are not free to move among themselves, we call solids. A remarkable fact about water in the solid form is that it is larger, or occupies more space than the same amount in the liquid form. What great good is this to us and to all the creatures that live in the water in cold countries?

If water be cooled to zero Centigrade, it becomes ice. Take some water in a small vial and put it in a mixture of pounded ice and snow, and common salt, which will take away some of the heat of the water and freeze it to ice. The ice is so much larger that the vial is broken. We have taken away some part of the heat of the water and the water has become solid. In becoming solid it has taken up more room, and as the vial was not large enough, it broke the sides and obtained the room that was needed.

Water, under the influence of cold, performs feats of strength that would hardly be believed were it not that we can see the evidence on every rocky hillside. Water, by the aid of winter's cold is busily engaged in tearing down the mountain side and splitting up the blocks or rock. It is an efficient agent in splitting the rocks to pieces and making soils of them on which vegetation can grow.

Ice is crystalized water; we do not recognize the crystals because they are massed together in a solid block. But in the snow we may see beautiful forms. These crystals are all of the same primary pattern, but the diversity of form seems endless, over two thousand different shapes having been described. Catch some flakes on a black woolen cloth and look at them with a magnifying glass. You will be pleased with their beauty. The ice crystals are formed on the same plan, but are packed so closely together that the plan cannot be made out with ordinary observation.

The little particles of water take more room when they arrange themselves as ice crystals than they do in the liquid form. Snow is not a good conductor of heat, and it protects all things under it from the cold. If one were lost in a winter's storm the safest thing to do would be to find a sheltered nook, if possible, and allow the snow to cover him up and shut out the wind. He would be in no great danger from freezing, and safe from smothering, as his breath would soon thaw out sufficient air space for breathing.

The third form of water is steam; it is as invisible as air. What you see rising from the boiling kettle is water condensed from the steam by the cool air. Look

into the glass gauge of a steam boiler when the boiler is working. You will not see anything above the water, not because there is nothing there, but because the steam is an invisible gas. Now, here is another great change: When we apply heat to solid water, it melts and becomes liquid. Now, we will apply heat to liquid water. (Use a watch crystal, and alcohol lamp and a small amount of water in the crystal. Hold the crystal with a pair of small forceps.) The water changes and goes off as vapor of water.

Water is many times heavier than air; but this steam or water vapor takes up so much more space than the water from which it is formed that it is lighter even than air. You can no longer see it. It has become a part of the atmosphere of the room, and, like the air, is so transparent that it is invisible. This great change from the liquid water to water vapor is produced by heat. Water we can see, and handle, and weigh. Water vapor we cannot see, nor can we handle it except with the air in which it is, nor can we weigh it by ordinary means. The chemist, with his exact balances, can weigh it as he weighs air.

Ice is a little larger than the water from which it is formed. Water vapor is nearly 2,000 times as large as the water from which it is formed. A cubic inch of water makes about a cubic foot of steam; this is easily remembered as an approximate ratio. Heat applied to water seems to produce a repulsion among the particles so that they spread out from one another. In ice the particles are so bound together that we cannot change their position without breaking the block; in water the particles stay close together, but are free to move on one another. But in the gas form the particles are not only free to move, but they repel one another so that the size of the whole is enormously increased. It diffuses throughout the atmosphere so much that we never take a breath that does not contain water vapor. The air is constantly taking up this vapor from the surface of the sea, from lakes and from everything that contains moisture, including ice, for ice will slowly turn to vapor without passing into the intermediate liquid form.

But there is a limit to the amount of vapor that the air will contain. Warm air can hold more than cold. When your clothes get wet in the rain you go to the stove and warm them; they dry rapidly because warm air can hold more moisture than the cooler air away from the stove can.

If we have warm air which contains all the moisture that it can hold, and make this air cooler, it will give up part of this vapor in the form of water. Heat some water and make it go off in the form of vapor; hold a cold piece of glass in the ascending warm air and vapor. The water forms in drops.

The warm air over the ocean is continually taking up this water vapor and carrying it over the land. When the air has been cooled over the land it deposits a part of the vapor in the form of rain or snow. This change is going on all the time, never ending, never twice just alike. Longfellow expresses this thought in these lines from *Keramos*:

Turn, turn, my wheel. All things must change  
To something new, to something strange:

Nothing that is can pause or stay:  
The moon will wax, the moon will wane,  
The mist and cloud will turn to rain,  
The rain and mist to cloud again,  
To-morrow be to-day.

## Every School Needs Good Educational Magazines

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## School Management

### THE MATTER OF DISCIPLINE.

Young teachers often have trouble in this matter of discipline because they do not realize the importance of making the children feel the need of order. They fail to understand that trait of a child's nature which impels greatest effort when he regards the work as a privilege rather than as a task. They know that children ought to be kept busy, but they do not always realize that the "busy work" must have for the child at least some higher end than merely keeping him busy. The "busy work" or better, the "seat work," must not only be interesting to the child, but it must have an educative value as well, sufficient to justify the time given it.

But over and above all indirect means of discipline there must be a reasonable amount of authoritative control imposed by the personal force of the teacher to prevent the beginnings of disorder. She ought to be very careful about what she prohibits or requires, very sure that she is right, then prohibit or require. She must hold herself rigidly to her duty in this matter. She must not "let it pass this time" and continue to do so. If it is to be done or not to be done she must will herself into seeing that it is or is not done. If she does so, the children unconsciously render her the homage of contented subjects; and if she proves an enterprising leader they will follow loyally.

As the children get older the teacher, if she appreciates her opportunity, ought to be able to start them in those habits of self-discipline and self-government which beget a worthy pride and a noble ambition. A boy twelve or fifteen years of age needs this worthy pride and noble ambition as a standard not only for judging his past actions, but for influencing the motives which are impelling him to his next action. And the test which we hardly dare invite as yet, but which every true teacher ought to court, is that of conduct. If we rise to the plane of artists as teachers, every boy and girl under our influence will begin to be a better boy or girl, more thoughtful of others, more industrious everywhere, more ready to acknowledge his faults and to try to correct them, more manly, more womanly. Boys under the discipline of an artist teacher will come to look upon "the gang's" advantage in a fight as cowardly, upon tampering with the property of others "for a Hallowe'en trick" as a wrong kind of fun, if not actual lawlessness, and upon vulgarity in conversation and blackness in thought as crippling and degrading things, to be shunned as one would shun smallpox or leprosy.—Supt. John Richeson.

### SUPERVISION BY THE PRINCIPAL.

It is an accepted fact that the schools are as the teachers, and it is no less true that the teachers are a reflection of the principal. That there should be supervision in a place of business is a self-evident truth. That every school should, when possible, have a supervising principal is no longer a question for dispute.

It may, in a measure, be said that teachers are made, not born, for the most intelligent and best educated are often found helpless and inefficient when brought into actual contact with the work of the class-room. The principal should assist, strengthen and develop the inexperienced teacher. She should be the soul of the school. She should know the pupils, their parents, their circumstances, and the local conditions surrounding the school. But above all she should know her teachers, she should be in reality the teacher of the teachers, and be ever loyal to them. She should dominate the school. No teacher is independent; he or she is simply a part of the machinery which the local superior controls. In fine, she should be made responsible for the work of the school. It is her duty to discover the best methods, and to impart them to her teachers; for this purpose she should assemble them from time to time for an interchange of ideas. The community life of our teaching bodies is most favorable for the accomplishment of the best results in this matter.

In the larger schools there is an imperative need of a principal who should be absolutely free to attend to the work of supervision; while in the smaller schools, where the principal teaches a class, her time should be so arranged as to enable her at certain times to visit the various class-rooms.—Rev. Supt. McDevitt, Philadelphia.

#### IMPORTANCE OF PROFESSIONAL READING.

It is imperative for the teacher to be conversant with what is going on in the world, however good his previous training may have been. A fertile means of accomplishing this is by reading educational literature, both current and standard. It is easy for the teacher to fall into a rut, to become fossilized. The daily routine of school work, the constant appeal to minds below his in knowledge, the

pressure of manifold duties, the depression in school drudgery—all these have a tendency to make one neglect to keep abreast of the times. A failure to do so only accelerates the downward movement. Aside from the inspiration and help gained from reading educational literature, the teacher, by supporting educational papers, encourages the worthy effort they are making to uplift the cause of education. The better support these papers receive, the better they can be made. The teacher that ignores the educational journal loses sight of the progress in educational affairs, falls out of line in all forward movements, becomes narrow in his own ideas and methods, and is likely to be self-contained and egotistical. He therefore owes it to himself as well as to his profession to support educational literature.—Dr. Levi Seeley.

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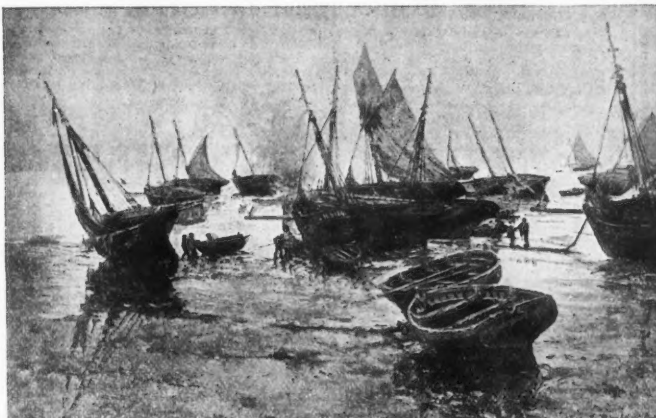
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Catholic School Journal—September





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## CATHOLIC EDUCATIONAL ASSOCIATION.

Rev. M. J. O'Connor, S. J.  
They who had in hand the arrangements for the great gathering of Catholic educators in Boston this summer have reason to rejoice in the splendid success of their generous labor. The convention in Boston, the sixth annual meeting of the Association, had been expected to prove the banner meeting of that body, and expectations were in no wise disappointed. Clergymen, sisters and laity, representing practically every Catholic educational institution in the United States, formed a gathering of educators such as has seldom, if ever before, responded to the invitation of the Association; the welcome extended to them by the people of the old Puritan city, Catholic and non-Catholic alike, was singularly cordial; the enthusiasm manifested in the regular sessions of the convention as well as in the public meetings organized by the priests and laity of the city was impressive; and the ringing Catholicity of the resolutions embodying the spirit and work of the meeting was a wholesome evidence of the awakened interest of Catholic in Catholic education, which, as these resolutions declare, shall be fostered in every way until "the public mind will have been impressed with the strength and harmony of the Catholic system and all shall acknowledge the birthright of every Catholic to a Catholic education in school, college and university."

His Grace, Archbishop O'Connell, struck the keynote, which was the dominant factor throughout the three days' meeting. In a masterly discourse he set forth the worth and value of the Catholic system of education in contrast with all others claiming support and patronage.

The feature which after all gave greatest measure of satisfaction to the Catholic heart throughout the convention days was the ever-present manifestation of unity and harmony and co-operation which alone can bring success to Catholic effort in the solving of the difficult problem of educational work among us. Material resources are lamentably lacking, the ordinary rewards of human endeavor come not to those among us who in the spirit of self-sacrifice and devotion to the cause give themselves to the great work of developing a system which shall satisfy the demands of the young who come to us for training, equally as well as the splendidly endowed institutions whose doors, though invitingly open, may not be entered by him who seeks the nourishment of that in man which is his best and innermost self. Success in the effort requires the arms and strength and good-will of all; the enthusiasm awakened by the annual gatherings of this Association is potent to arouse unity in thought, in sympathy, in harmony of action. Such a gathering as that in Boston it at once an inspiration to those engaged in Catholic educational work and a comfort to all those who realize that the cause of Catholic education is one of the noblest that can appeal to the Catholic heart, intimately bound up as it is with the welcome of church and country. (America.)

P. S.—A number of the best papers read before the parish school section of the convention will appear in The Journal during the coming months.)

## NEW CATHOLIC COLLEGES.

A number of new Catholic colleges will be opened this fall. The Congregation of St. Viator will open one in Sioux City, Ia. The buildings of the former Michigan College, at Orchard Lake, Mich., have been purchased for the Polish Seminary of SS. Cyril and Methodius, of Detroit, which will open there in September. Bishop Donahue will open a new college for boys in September, at Huntington, W. Va. The Rev. John W. Werninger, pastor at Benwood, W. Va., has been appointed the first president.

## A NEW DEVOTION.

His Holiness, Pope Pius X., has given his approbation to a new form of devotion in honor of Our Lady's Immaculate Conception. It is called the "devotion of the twelve Saturdays," and consists in the recitation of certain prayers or the making of a pious meditation, on the twelve Saturdays preceding the Feast of the Immaculate Conception. To this exercise the Holy Father has graciously deigned to attach a "Plenary Indulgence," applicable to the Poor Souls in Purgatory, on each Saturday, provided those who perform it have confessed and received Holy Communion, and pray for the intentions of the Sovereign Pontiff. This year the devotion begins Saturday, Sept. 18, and closes Dec. 4th.

## WOMAN HEADS CHICAGO SCHOOLS.

Mrs. Ella Flagg Young, principal of the Chicago Normal School, was last week se-

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lected unanimously by the board of education as superintendent of the Chicago school system. As Edwin G. Cooley's successor, Miss Be in executive control of school property worth \$50,000,000, and will direct the destinies of 290,000 school children. Never before has a woman held so important a public office. A number of years ago Mrs. Young began teaching in Chicago at \$25 a month. Now she will receive \$10,000 a year and be one of the two highest salaried public school officials in the United States.

As an illustration of the complete way in which the details of the recent C. E. A. convention preparations at Boston had been planned it may be mentioned that 150 laymen, divided into different relays, met the incoming delegates at the two stations, and in both of these bureaus of information had been established for the benefit of Catholic Boston's guests. A committee of 100 ladies representing mostly the graduate body of Catholic academies, furnished lunches for the Sisters each day during the convention in the hall of the Catholic Union.

Rev. James J. Conway, S. J., for twenty years a Jesuit educator, died July 11, at St. John's Hospital, St. Louis, after a long illness. He was taken seriously ill last November and since has been incapacitated for his duties at St. Louis University, where he held the chair of ethics for many years. The cause of his death was cancer of the stomach, and the end had been expected at any moment for three weeks.

The annual institute held under the auspices of the Catholic Educational Association of Oregon was a great success this year. The meetings were attended by over two hundred teachers from Oregon and Washington, mostly of the religious teaching communities. Morning and afternoon sessions were held each day. The morning session was devoted to departmental work, and in the afternoon general sessions were held.

Sister Marie Therese, of the Sisters of Providence, St. Mary's of the Woods, Vigo County, Ind., has gone to Europe to complete her musical studies. She was formerly Miss Catherine Lenihan of Indianapolis, and a pupil of St. John's Academy. She entered the Order of the Sisters of Providence two years ago, and her great musical talent determined her superiors to send her abroad to prepare herself as a teacher. She was accompanied by three other members of the order.

A new catechism for use in Catholic schools and Sunday schools has just been issued and will be instituted in the schools of St. Louis within a short time, as it has been instituted in the schools of Cincinnati. The book was prepared by Rev. M. J. Boarman, S. J., of St. Ignatius College, Chicago. It has found the indorsement of Cardinal Gibbons, and bishops and priests of the church. The book is written especially for American children in parochial schools.

The Superior Court of Pennsylvania has handed down a noplion sustaining the constitutional power of the legislature to prohibit the wearing of a religious garb by the teachers of the public schools of the state. This case grew out of the act of 1895, which was the subject of bitter controversy at the time of its passage. It was introduced at the request of several so-called patriotic orders, and was aimed principally at school districts in the western part of the state which had employed members of Catholic Sisterhoods as teachers in public schools attended entirely by Catholic children. Catholics protested against the law, but made no further move, and the Sisters were withdrawn.

At one of the sessions of the recent convention of the Catholic Educational Association in Boston, a paper was read in the deaf mute section by Sister M. Dosithea on "The Le Couteux St. Mary's Institute for the Deaf," of Buffalo. It was Sister Dosithea who took Clarence Selby, of Syracuse, a blind, deaf and dumb boy, and superintended his education until he became a self-supporting man, who is able to take care of his father and mother through the sale of his books and other writings. Rev. E. A. Moeller, of Chicago, president of the section, said he desired every one to know about this instance of devotion and untiring patience, and he expressed the conviction that had this been given the financial encouragement which his bright mind deserved he might

have exceeded in brilliancy and range of attainments even Helen Keller.

By a recent decree the Sisters of St. Joseph in the United States will hereafter consist of only one class, choir or teaching Sisters. The lay Sisters of St. Joseph will pass out of existence. There is to be no distinction between the members of the community, all wearing the same habit and enjoying the same privileges. The only distinction will be of occupation and that is a matter of pure obedience to which all are equally subject. In a religious body all cannot have the same office, but they are one in the vow of obedience.

Rev. Brother Leo, F. S. C., professor of English literature in St. Mary's College, Oakland, Cal., lectured before the Catholic Teachers' Institute of Oregon during its convention this summer. Brother Leo is one of the best known Catholic Educators in the

West, and by his keen literary style has won a reputation as a clever writer. As a lecturer he is very popular in San Francisco, his "Sulphuric Theory of Hamlet" being regarded as a most humorous and scholarly study.

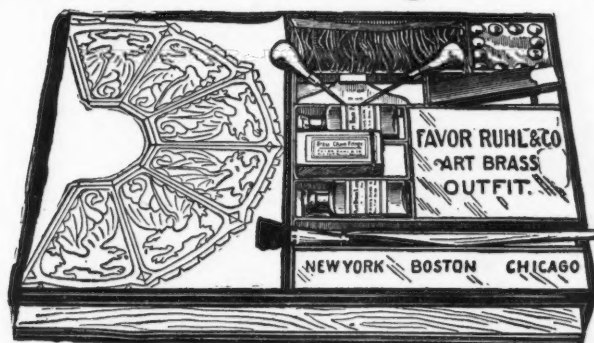
In the Christian Brothers College, at St. Louis, Mo., there died this summer of a lingering ailment a very gifted religious, from whose pen has come many beautiful

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poems and a large number of the excellent plays presented so ably during many past years by students of the college. The deceased was Brother Ambrose, who, at the World's Fair in Chicago, was awarded the prize for one of his productions, entitled "Satan in Arms Against Columbus." Brother Ambrose was about 50 years old, and went to St. Louis several months ago from Chicago, where he had been rector of St. Patrick's Academy. He also held the office of director of Cretin High School in St. Paul. For the past six months he was confined to his bed.

Shortly before St. Andrew parochial school, Little Rock, Ark., was dismissed one day last June, a strange man in a buggy stopped and inquired for the 8-year-old son of a prosperous business man of that city. When the boy went out the stranger told him his father had been injured and his presence was needed at home at once. Before giving the desired permission to the boy, the Sister in charge telephoned to the boy's home and was informed the father had not been injured. When the Sister went out to see the man in the buggy he was driving rapidly away from the school.

The will of Don Carlos, pretender to the throne of Spain, leaves to the Pope \$2,000,000 in works of art and money. The pretender's fortune came to him through marriage. During his early career he was penniless, then his first wife, the Princess Marguerite de Bourbon, inherited between \$20,000,000 and \$30,000,000. At her death, however, she left him only the income of this fortune, the principal going to her children. Don Carlos married as his second wife the Princess Marie-Berthe de Rohan, who brought him another fortune.

In Milwaukee the prize offered by the Hibernians to eighth grade parochial school pupils for proficiency in Irish history, were nearly all captured by German and Polish students. In New York, Herman Ridder, of the Staats Zeitung, established a prize at Fordham College for proficiency in German, which prize was captured by an Irish lad named Luke J. Healy.

Prof. Charles G. Hebermann, editor-in-chief of the Catholic Encyclopedia, has been honored by Pope Pius X. with the Order of Knight of St. Gregory. Dr. Hebermann has from his college days endeavored to promote intellectual pursuits among the Catholics of his own city, and so well has he succeeded that his influence has extended far beyond its limits.

Two Ursuline Sisters are in New York looking for subjects for their houses down in British Guinea. There is great difficulty in attending to all their calls with their present staff of forty-seven nuns. The Sisters have received the sanction of Archbishop Farley, and until the end of this month will remain at St. Jerome's Convent.

Brother Marcellinus, C. S. C. of Chicago, has been appointed superior of the Fort Wayne, Ind., Central Catholic High School. A marked increase in the number of high school pupils is anticipated and two priests of the Cathedral parish, besides Brothers from Notre Dame will constitute a most efficient staff.

Rev. J. Pinson, C. S. C., professor of Scripture and church history at Holy Cross College, Washington, D. C., has been appointed by Very Rev. Gilbert Francis, superior general of the Holy Cross Order.

There is a native Chinese Sister of the Holy Childhood now in the New York convent of her community. She was stationed at the convent in Yokohama, Japan, for twenty-seven years. In New York there are now eleven young Catholic Japanese women brought up by these sisters, and there are many more in San Francisco.



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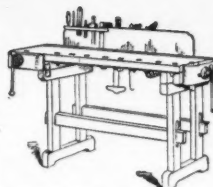
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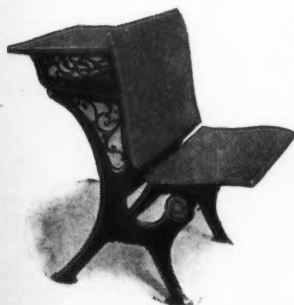
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One of the features of the Alaska-Yukon-Pacific Exposition was the rendering of Benedictine Father Dominic's "Beautiful Willamette" by the Portland Festival Chorus.

An echo of the failure of P. J. Kieran, several months ago, was heard in the filing of a suit for \$150,000 damages a few days ago against the St. Vincent College, of Chicago, by Allen P. Hallett, of New York. The college is now known as De Paul University.

The presentation of a medal from Pope Pius X. was one of the features of the commencement of the Academy of the Visitation, Baltimore. The medal was given for higher Christian doctrine.

A bust of Archbishop Williams was recently placed in Bates Hall, Boston public library. It was presented by a committee of prominent Catholic citizens, who had been closely associated with the lamented prelate in his work. The bust was made by Samuel J. Kitson, is of bronze and of heroic size.

uel J. Kitson, is of bronze and of heroic size.

The celebrated farms of the Colonel J. M. Young estate, situated on the Susquehanna river, between Highspire and Middletown, Pa., have been bought by the committee of the First Catholic Slovak Union as a site for a proposed orphanage and school.

Father George Tyrrell, who was dropped from the ranks of the English Jesuits, and subsequently excommunicated for modernism, is no more. He died July 15, after an illness of nine days, at Storrington, England.

Sister Eucheria, teacher of vocal and piano music in the Academy of St. Francis Xavier, Providence, R. I., died suddenly while attending the convention of the Catholic Educational Association in Boston during July.

St. Michael's College, Santa Fe, N. M., recently celebrated its golden jubilee. It is one of the oldest seats of learning in the southwest. It is located in the most ancient city in the United States and adjoins the venerable San Miguel church, built nearly three centuries ago.

The Chicago school board has just made public its plans to erect within the next two or three years forty-six new school buildings and additions at a total cost of \$8,873,000. Thirteen schools are to be provided with gymnasiums and baths. Manual training and domestic science departments, libraries and other features are to be provided.

The graduates of St. James' parochial school in James street, New York City, received their diplomas in caps and gowns. It is the first time a parochial school adopted this custom.

Mother Mary Anthony, formerly superior of St. Francis' Orphan Home in Detroit, was elected reverend mother general of the Sisters of St. Joseph of the diocese of Detroit at the general chapter held at Nazareth, Kalamazoo county, Mich., recently.

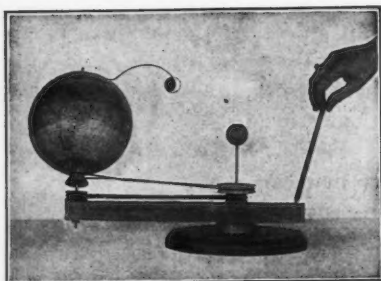
Rev. Mother Mary Clement, the venerable and beloved superior of the Sisters of St. Joseph, was recently re-elected to that high office. The election, which is held every six years, was presided over by Bishop Prendergast, who announced the result of the balloting.

Two Dominican Sisters, Sister Mildred of St. Catherine's hospital, Brooklyn, and Sister Jeannette of St. Mary's hospital, Jamaica, recently received their certificates of graduation from the Brooklyn College of Pharmacy.

The Right Rev. E. M. Dunne, D. D., chancellor of the archdiocese of Chicago, has been appointed by the Pope to the See of Peoria, made vacant by the resignation of Bishop, now Archbishop, Spalding.

On July 19 the feast of St. Vincent de Paul, four Sisters of Charity celebrated their golden jubilee at the mother house of their order in Cincinnati. The venerable religious who have lived to commemorate this event are Sister Raphael, Sister Cleophas and Sister Winifred, of the St. Joseph Infant Asylum, Norwood, and Sister Hyacinthe, Mistress of Novices at Mt. St. Joseph.

Among the teachers present at the National Educational Association, which met recently in Denver, were two members of the Benedictine Order, from Del Norte, Colo. The Sisters teach in the public schools of that place.



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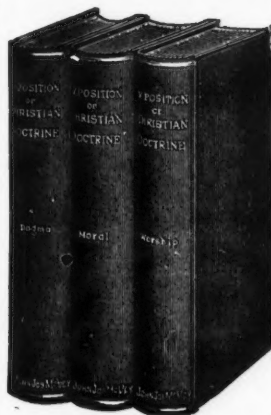
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the book, how to find the information sought with the  
least expenditure of time and effort, and how to use the  
few necessary symbols. Elizabeth Baker, in American  
Education, notes these main points:

"Often we take too much for granted. We merely pre-  
sume our pupils know how to use the dictionary, though  
that knowledge may be largely lacking even among pu-  
pils of more than average intelligence.

"The part of the dictionary they will use most fre-  
quently, the words themselves, needs explanation and  
drill. What does the dictionary tell about words? There  
are nine possible items about each:

1, spelling; 2, punctuation; 3, part of speech; 4, deriva-  
tion; 5, definition; 6, illustration of use; 7, peculiar  
phrases or idioms; 8, synonyms; 9, good use.

"The first is a familiar point; but, for the sake of the  
pupil who has not been taught the diacritical marks or  
has forgotten them, call attention to the symbols at the  
foot of each page. Notice the third point; for care here  
obviates such mistakes as getting the definition of a noun  
for a verb or an adjective, or using a transitive verb  
for an intransitive one. Pupils will be much interested in  
the fourth point if they have begun the study of another  
language, German, Latin, French. Here, too, their knowl-  
edge of how to look up abbreviations will come in at  
once when they must find the meaning of F., O. E.,  
A. S., etc. To avoid confusion of derivation with defini-  
tion, impress the fact that the derivation is always en-  
closed in brackets.

"Show how a word may be used in many senses. Ob-  
tain definitions differing slightly or widely, the different  
meanings being distinguished by numbers 1, 2, 3, etc.  
Impress the necessity of watching for the signs of good  
usage, following the definition, as Colloq., R., obs., archaic,  
local, U. S., low, slang. Teach carefully with many illus-  
trations the meaning of each of these words; also calling  
attention to the two parallel lines which, placed just to  
the left of a word, mark it as foreign, not yet adopted into  
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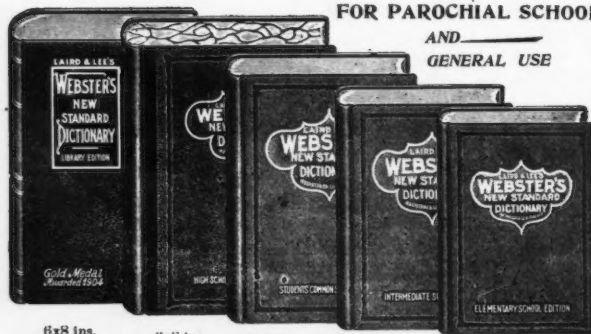
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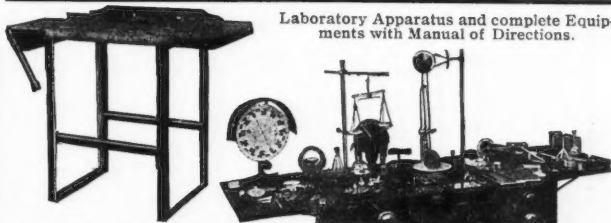
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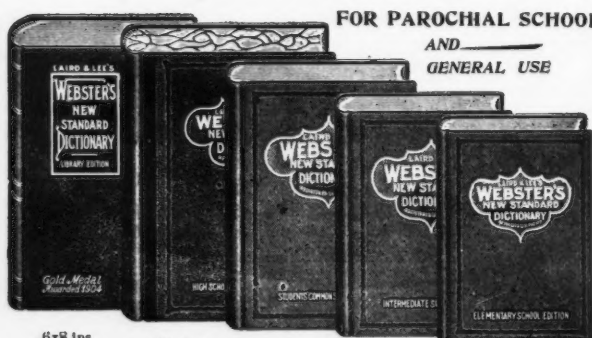
1, spelling; 2, punctuation; 3, part of speech; 4, derivation; 5, definition; 6, illustration of use; 7, peculiar phrases or idioms; 8, synonyms; 9, good use.

"The first is a familiar point; but, for the sake of the pupil who has not been taught the diacritical marks or has forgotten them, call attention to the symbols at the foot of each page. Notice the third point; for care here obviates such mistakes as getting the definition of a noun for a verb or an adjective, or using a transitive verb for an intransitive one. Pupils will be much interested in the fourth point if they have begun the study of another language, German, Latin, French. Here, too, their knowledge of how to look up abbreviations will come in at once when they must find the meaning of F., O. E., A. S., etc. To avoid confusion of derivation with definition, impress the fact that the derivation is always enclosed in brackets.

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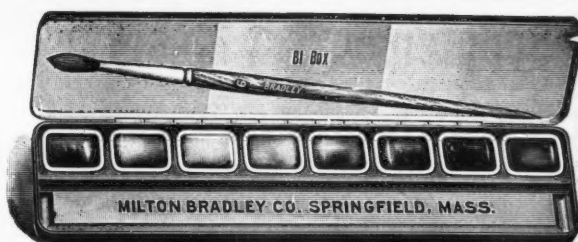
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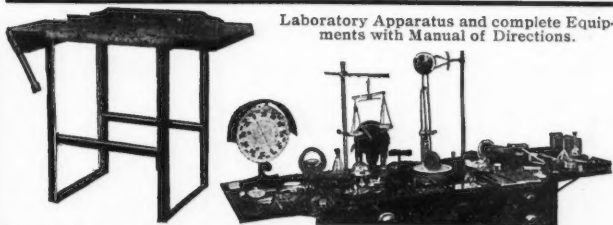
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